

The Canadian Modern Language Review



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THE EXPERIMENTAL PAPERS IN FRENCH

Continued enquiries about the Experimental Papers in French written in May 1957 indicate that a résumé of the report made by the examiners to the Department of Education would still be of interest to many readers of the **Journal**. Such a résumé was read at the autumn meeting of the OMLTA at Waterloo in 1958, but many of those interested were not able to attend. Various studies of the results obtained in the experiment have been arranged for by the Department but no report of the findings has yet been made. It still seems worthwhile, therefore, to publish here the main portions of the examiners' report.

University instructors in French are well aware that the present Grade 13 examinations regularly pass many students whose level of attainment and aptitude in language is definitely below that essential for continuing the subject at university level with any likelihood of profit or success. On the other hand, everyone is aware of the problem confronting the High Schools and the Department of Education, who have to deal with large and rapidly increasing numbers of students in the Secondary System, a large majority of whom will never seek entrance to university courses. We are concerned here with one part of this general problem, namely, the problem of examination at the Grade 13 level.

This problem of examination may be stated briefly as follows: The two Grade 13 examinations now required, one in Composition, the other in Authors and Comprehension, are forced to serve a double purpose: on one hand they mark the end of the High School course in French and determine whether the student has reached a level of attainment sufficient to warrant granting a Matriculation credit in the subject. Secondly, these same papers are used to test the qualifications of the student for pursuing the subject at a higher level, normally in the universities, and, in the case of the better students, to determine whether or not they merit consideration for scholarship awards. This second function was formerly the main one, and is an inheritance from the days when the Secondary Schools existed almost entirely for the purpose of preparing students for university entrance. The other function is more recent and has arisen as a result of the wide expansion of education at the Secondary level and the fact that such education is now compulsory up to sixteen years of age. In recent years much criticism has been directed at the Matriculation examinations, most of it arising from the fact that the present papers are really dual purpose in function and, as a result, not entirely satisfactory for either purpose. The Experimental Papers represented an attempt to seek a solution for this examination dilemma.

The approach to the problem was to separate the goals and to set two papers at different levels; one, a General Paper, compulsory for all students at the end of Grade 13 (1), intended to mark the conclusion of the High School course and give a matriculation credit, the other, a Special Paper, designed to test for high attainment and special aptitude in the

1) In practice it might be feasible and even desirable to allow a student to write only one of the two papers, i.e. a student electing to write the Special Paper would not be required to write the General Paper as well.

subject and presumably to be used as qualification for further work in French. This paper would in practice be optional and would not be elected by most students of low or mediocre capacity. However, in the experiment it was necessary to require all students participating to write both papers, with the result that the weaker students generally failed badly on the Special Paper. But, for the purpose of comparing and collating the results, it was essential to have available two complete sets of marks at different levels.

Another purpose behind the experiment was to explore the possibility of reducing the number of required matriculation papers. The marking load, as is well known, has become critically heavy and some way of relieving the pressure must be found. Could one paper in French give results equally reliable as those now obtained by two? It was hoped that the experiment might throw some light on this problem.

The conditions under which the experimental papers were written were not ideal, although the best that could be arranged. In order not to interfere with the June finals they were written, three weeks earlier, both on the same day in late May, consequently before the final review of the year's work was complete. Candidates were assured that the results would in no way affect their standing in the finals. As a result, there was no special preparation for these examinations by the students and it seemed clear that some of them at least did not take the papers seriously and do their best. Also, for practical reasons, neither paper included a dictation or oral test of any sort. These factors should be kept in mind and we can only guess at their effect on the reliability of the results.

Both papers were based on the Matriculation course in French as prescribed by the Department. They were not designed to influence the nature, content or teaching of the course or to test out new techniques in examination. Such was not the main purpose of the experiment.

The General Paper

This paper (1) was designed to cover the whole Matriculation course in French, except, unfortunately, the oral part of the work, and aimed to test for a standard of achievement which could fairly be expected and required of students who had completed a five year course in the subject. As the paper had to cover the same ground as both the present papers taken together, it was necessary to concentrate on essential and basic tests and to use questions economical in time and space. The questions set were in all cases similar in type to those in general use in the regular June examinations. (2)

The general impression of the examiners was that the paper was quite fair and certainly not above the level of attainment which should be achieved by students of average ability. They would, in fact, have favored a somewhat higher standard, an opinion shared, we believe, by some

1) It has been assumed that the reader will have seen or have access to copies of the papers.

2) A question on outside reading was seriously considered, but the specifications of the course are at present so vague that the idea had to be abandoned.

teachers. Most candidates completed the paper without evidence of haste. A preliminary check of the results indicated a good spread of marks and the examiners felt that the ranking of students was reliable, except perhaps that the paper did not test adequately the capacity of the brilliant student. This, of course, it was not designed to do. Rather was it intended to set a minimum standard to be required of all students wanting a matriculation credit in French.

Composition, by which is meant here the writing of French for evaluation, constituted approximately two-thirds of the paper. Question II was a continuous passage of straightforward translation into French based on the Authors Text, "La petite poule d'eau", and Question III a series of English sentences of moderate difficulty in vocabulary and idiom based on the authorized Composition Manuals. These two questions represented almost half the paper. In addition all answers in French to questions on the Prescribed Text, or for testing comprehension and the free composition, were graded for language as well as content, with no limit for deductions as has been the practice in grading the regular Authors paper. One result of this was that the marking was rather complex as it involved two evaluations for many items. In Question Ia, for instance, each item was assigned four points for content and two for language, six in all. Language errors were assessed one half point each, with no limit to the deductions until the point of zero was reached for the item being graded. On the other hand, a reply of no value for content was still evaluated for its language. The students had been forewarned of course that all answers in French would be graded for language. Once the marking scheme was mastered by the markers it worked smoothly and efficiently, but it took somewhat longer to get the section into full stride. However they were pleased to be able to assess in all cases appropriate penalties for bad French.

The paper contained a number of choices. These proved to be a nuisance in marking and did not, in the opinion of the examiners, add to the effectiveness and reliability of the examination. It was recommended that they be avoided in future papers of this sort.

At the conclusion of the marking the following plan for future General Papers was recommended by the examiners:

1. English to French translation of a continuous prose passage based on the prescribed Authors Text, about 200 words in length, value 100 points.
2. English to French sentences based on the course in Grammar, 15-20 in number, about 175 words, value 90 points.
3. Eight or ten questions in French to be answered in French on the content of the Authors Text, value 40 points. The questions must be precise and so formulated that they cannot be answered too briefly and by using the words of the question. A definite minimum length of answer must be required in order to justify the marks given for language.
4. A passage from the Authors Text to be tested for comprehension, for points in language and for translation into English of a few select items, value 55 points.

5. A similar question using an unseen passage, value 50 points.
6. A short essay or rather a paragraph in French of from 80 to 100 words on a subject of general interest for which the basic vocabulary could be found within the limits of the course; value 35 points, 12 for content, 16 for language and 7 for general excellence.
7. A dictation passage, value 30 points.

The Special Paper

The basic idea behind this examination was that it should test for high attainment and special aptitude. In principle, it would be optional and intended for students wishing to continue the study of French beyond Grade 13, especially in the universities. Presumably, the results of such a paper would be used as basis for admitting students to university courses, especially Honour courses, and for selecting scholarship winners. Therefore, only the better students would be likely to elect it. The paper would, of course, be a definitely more searching and exacting test than the General Paper designed to give only a matriculation credit. In the experiment all students wrote both papers with the result that the average level of performance on the Special Paper was so low that the examiners began to question very seriously the right of many students in Grade 13 to be in that grade at all. It seemed obvious that some schools were promoting students into Grade 13 with quite inadequate preparation and that this action was having a most detrimental effect on standards. (1) This elicited the query whether or not two papers at different levels might not in the end destroy the value of a Matriculation Certificate based on a General Paper and take away what support now exists for those teachers who are trying to maintain standards in this age of the dominance of mediocrity.

The Special Paper, therefore, assumed the General Paper (2) and did not merely aim to parallel it at a higher level. Consequently, the emphasis shifted and the form of the paper changed. A large part of the General Paper was based on the prescribed Authors Text. One question only of the Special Paper, the Essay, concerned this text. Secondly, the range in vocabulary and idiom was greater and the difficulty of the questions definitely higher. The paper was intentionally made rather long in order to distinguish more sharply between well prepared students of high ability and their weaker classmates.

The most important innovation tried out on this paper was an Essay of 250 words, which comprised one third of the paper. The results demonstrated conclusively the value of this type of question for distinguishing the superior student. Almost without exception, a high grade in the Essay was accompanied by a high level of performance throughout. Conversely, a poor Essay score was usually followed by poor marks in the other questions. However the correlation was less exact in the case of mediocre and weak students who frequently neglected the Essay or did

1) The Department has since taken steps to improve and standardize the level of attainment in Grade 12.

2) If only the Special Paper were required it would have to be modified in form to cover all aspects of the course.

not even attempt it.

Students at Grade 13 level cannot be fairly expected to write in French on a subject for which the basic vocabulary lies outside the scope of their course. Consequently the subject chosen was a discussion of the prescribed Authors Text. In this way the student was familiar with the subject matter required and had presumably studied the vocabulary needed for the Essay during the year's work. First rate students with original minds could have been left safely to plan their own essays. But the others would probably have floundered miserably without some guidance. To give them a start, certain suggestions were made in the question. Many students were content to make their essay a series of commonplace observations on the points suggested, or merely to give a résumé of the plot. These essays were given low or medium grades. The really capable students chose their own material and arranged it to suit their purpose.

Students are not at present trained to write essays or free compositions in French, or to judge their Authors Text as literature. If such a question were to become normal, an important change in Grade 13 teaching would result, at least for select students.

The Essay was graded on the basis of 100 points, 40 for content, 45 for language, with 1 point deducted per error, and 15 for what we called style and which represented the positive evaluation of the candidate's French, adequacy and range of vocabulary, command of idiom, sense of style and composition, appreciation of literary values, etc. As the students were familiar with the story it might have been more realistic to have given only 35 points for content and to allot 50 for language.

Grading the Essay presented a problem for which we could not draw on experience. We decided that it should be done by a small group who read all the essays and left the rest of the paper to the other members of the section. A group of five was selected, all experienced teachers and all thoroughly competent in French. This group worked by themselves and consulted and compared freely until they arrived at a reasonable uniformity in grading. This was, we felt, the only practical method of procedure. After the readers had worked out their system of grading, the reading went quite rapidly; about 15 minutes per essay.

A high correlation was evident between the Essay grade and the score for composition in questions II and III. But this correlation was not complete. In the translation questions, the idea was supplied and the student was required only to express it in acceptable French. In the Essay, apart from the initial suggestions contained in the question, the candidate had to find and arrange his own ideas as well as express them in French. Some students with good memories attained a fairly high degree of accuracy in rendering familiar material into French but fell down somewhat in the Essay which required a measure of originality. Also a student of ready mind with linguistic aptitude but limited French, was able to make the maximum use of the French he knew and succeeded better in the Essay where he could choose his language for himself. The two tests do overlap but are on the whole complementary.

Questions II and III of the Special Paper paralleled the same questions of the General Paper, except that II was general in character and not

based on any text of the course and the level of difficulty was definitely higher in both questions. Almost without exception the grades obtained on the Special Paper were lower and the gap widened noticeably as one went down the list into the lower brackets.

Questions IV on pronunciation was a disappointment. We found it too easy and were not convinced that the mark obtained was a guarantee of the student's knowledge of pronunciation. A written test of pronunciation is at best a make-shift and can never fully replace an oral test. The need for this type of question would disappear at least in part if the examination included a substantial dictation.

Question V was a sight passage, of the type regularly used on the Authors Paper, designed in part to test the ability to read for comprehension. We were dissatisfied with the results. It is not easy to construct questions which are difficult enough to be a good test and which cannot be answered by manipulating the language of the text or of the question.

Question VI, a sight passage requiring an answer in English, was designed to test quickly the capacity of the students to read with complete understanding an unseen passage. The results varied greatly. Some students did not even get to this question; others were obviously short of time. Those who completed it, usually did quite well, sometimes getting full marks for it. This type of question is valid enough, but it should be fairly difficult and involved in order to be worthwhile at this level. Perhaps as a type, it is better suited to the General Paper.

The section was rather emphatic in the opinion that a more worthwhile test would be translation into English of an unseen passage or of underlined items. The items of this type on both papers were very poorly done and indicate that translation into English is a lost art in our language courses. We have no desire to revert to the old translation technique, far from it, but we do recognize the value of translation as a linguistic and intellectual discipline.

An interesting suggestion of the examiners was that questions on France and Quebec — *Realia*, so called — should have a place in the course and on the examination. Some material of this sort is included in fact in "Cours moyen", but it is never tested on examination and consequently is not taught. Such material would enrich the course and stimulate the interest of the better students at least.

General Conclusions

The examiners concluded that it is possible to set one paper covering the whole Matriculation course which would be an adequate and reliable test of attainment. Such a paper would necessarily have to concentrate on the essentials and use fundamental types of questions.

The examiners were strongly in favor of a separate test to distinguish from the rank and file students of high attainment and special aptitude. A separate paper makes possible the use of types of questions which could not be used on a General Paper and which provide a much more adequate test for grading the students in the upper brackets.

A Special Paper should be optional and only serious and well prepared students should be encouraged to elect it. It should be wider in scope and

more general in character than a General Paper and less closely based on the prescribed texts. It should encourage reading beyond the prescribed minimum and give a bonus for originality. It should be at least as difficult as the present paper, perhaps more so.

The examiners were enthusiastic about the Essay as an effective and reliable test to distinguish the student of high linguistic talent and intellectual capacity. The grading problem can be solved and the results amply justify the effort and time needed. However, only competent and experienced examiners should be used.

The General Paper, as set, was found to be too complicated for easy marking and needed simplification. However, the examiners judged it to be a reliable and adequate test for the average student. But it was too easy and lacked the scope and variety necessary for grading the first-class students.

The examiners would favor the use of a limited amount of translation into English and also the introduction of some Realia into the course and the examinations. On the other hand, they were sceptical about the value of a written test of pronunciation and regretted the absence of a dictation passage. Finally, they had serious reserves about the value and reliability as a test for comprehension of the question and answer in French type in general use on the regular Authors Paper.

Signed on behalf of the examiners,

W. H. TRETHEWEY,
Examiner-in-Chief.

THREE WEDNESDAY AFTERNOON LECTURES

(in French)

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**ORAL EXAMINATIONS FOR THE GENERAL CERTIFICATE OF
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By R. J. L. Feil, B.Sc. (Econ.) Lond.

School Examinations Department, University of London

The ordinary level syllabus in French for the University of London G.C.E. Examination includes the following:

"There will be an oral examination consisting of:

- (a) Reading a passage of some ten lines supplied by the examiner. The candidate will be allowed to study for two or three minutes the passage to be read.
- (b) Conversation on simple topics which may include questions on the passage read".

This has always been a compulsory part of the examination and indeed formed a part of the School Certificate Examination in modern languages before the G.C.E. was introduced in 1951. This examination also includes a short dictation test, but this at the Ordinary level, though not at the Advanced, forms part of the three hour written paper. The Ordinary level dictation is given by the teacher and not by a visiting University examiner. The actual oral test, on the other hand, is conducted by an examiner appointed by the University.

Until 1959 the Ordinary level oral test included some conversation on pictures supplied by the examiner. The candidates were also required to read two passages from a text book which they supplied; one was selected by them in advance and the other chosen by the examiner at the time. This procedure was changed for several reasons. The type of texts which the candidates brought to the examination varied very considerably in standard. Some candidates chose a very easy book; others tried to show off their knowledge by bringing with them a text far above Ordinary level standard. They also learnt off by heart the passage they chose to read. Similarly, the pictures chosen by the examiner were of varied standards and suitability. Finally, it was considered by many of our oral examiners that pictures led to delay and only helped the very weak candidates. Consequently, for the examinations in the Summer of 1959 and subsequently, the oral syllabus was revised; the use of pictures was omitted and reading passages were selected by the University and brought to the test by the examiner.

Now, for Ordinary level French, about eight passages are selected every summer so that the examiner can vary them between one candidate and another. Fewer passages are, of course, needed in the other modern European languages as the number of candidates is not so great. Reading passages are also selected by the University for use in the Advanced level examination, as will be explained later.

The use of reading passages chosen by a University examiner has the obvious advantage that a greater measure of standardization can be achieved, which is, of course, one of the greatest problems in the case of all oral examinations where a number of examiners are employed. This

procedure ensures that all candidates are tested on, if not the same passage, as least passages of comparable standard. The passages are also intended to be used as a basis for some of the conversation in the test. Again, the use of set passages goes some way towards ensuring that the conversation topics are of roughly comparable difficulty.

The actual procedure of the Ordinary level examination is as follows:

Two candidates are in the room with the examiner at the same time. When the first one goes out, another comes in, and so on. The first candidate is told to read aloud one of the passages provided, after being allowed two or three minutes to read it through first. At the same time the second candidate reads silently a different set passage. While the first candidate reads, the examiner gives special attention to his pronunciation. The second candidate then reads aloud and the first candidate looks at his passage again; he is then asked some simple questions on the text read, retaining the card while he answers. He is then asked a few general questions, for example, on his school and his personal experience. Here the examiner pays particular attention to his comprehension and expression; he should give credit for a reply which would make sense to a French listener, even if it is not quite grammatically accurate. Special attention, however, is paid to the treatment of verbs. The first candidate then leaves and the next candidate enters for his test.

At the Ordinary level each candidate is marked for his oral out of ten, being 10% of the marks for the subject as a whole. A mark of 8 to 10 in the oral shows a candidate who is "good" to "very good" while a pass is in the range of 5 to 7. The actual results are sent out, not in the form of marks, but as grades; a candidate in a modern foreign language is given two grades; one for the subject as a whole and the other for the oral test. Originally, the 10 marks for the oral test were divided into groups so that some marks were given for pronunciation, some for comprehension, and so on. This was not found satisfactory, however, with such a small total of marks available, and now the oral examiner gives one impression mark out of 10 for each candidate.

At the Advanced level the oral test comprises the following:

- (1) Dictation given by the examiner.
- (2) Reading at sight a passage of some twenty lines supplied by the examiner.
- (3) Conversation with some reference to the books studied.

This examination is intended for candidates who have followed a Sixth Form or similar Course for about two years. The dictation is given by the University examiner and more than one passage is supplied so that examiners can vary the passage read.

The candidate is also required to read a passage provided by the examiner. He is then asked questions on the passage read, on matters of personal and general interest, and on the literature he has studied for his examination. Clearly, at this stage, more than rough and ready conversation is required and, for example, in German a candidate who can only use the present tense of the strong verb will fail. Wrong genders are not, however, penalised very severely. Correct and fluent use of subordinate

clauses gains high marks. Although questions are asked on the literature studied, knowledge of the set books is not being tested. Providing a candidate expresses his ideas clearly, he will not lose marks in the oral, even if his knowledge of the set books is not correct. The maximum marks for the Advanced level oral, including the dictation, are 100 out of a total for the subject as a whole of 300. The dictation carries 30 marks, 30 marks are given for the reading and 40 for conversation. At neither level is it necessary to pass in the oral in order to obtain a pass in the subject, but it is rare, in fact, for an Advanced level candidate to pass if he has not gained a pass mark on his oral work. Normally, the oral test is compulsory at both levels, except for candidates with speech defects.

The above is an outline of our oral examining procedure. We can now consider how far it is effective, not only as an objective test, but also as a means of improving the general standard of oral work in modern foreign languages. I would like to deal with this latter point first.

Oral work is at least as important in the study of a modern foreign language as a study of the written word. The requirement in this country of an oral test for the General Certificate of Education does help to keep the standard of oral work in schools at a fairly high level. Candidates know that they will be tested in the spoken language, as well as in the written, and this acts as an incentive to better work. The oral test acts as an inducement to some schools to spend more time on oral work than they might otherwise do. All this, I think, is to the good, but it must be admitted that the very small proportion of marks allocated to the oral test, especially at the Ordinary level, compared with that for the written part of the examination, makes the oral test must less of an inducement to more and better oral work in schools than it would otherwise be. Unfortunately, until we are sure that a reasonable uniformity of standards can be obtained between the results of one oral examiner and another, it would appear unwise to allocate too large a proportion of the total marks to the oral test.

The problem of standardization is thus clearly at the heart of the matter. In the case of a written examination, the chief examiners can later meet together to consider scripts marked by their several assistants and agree with them on what adjustments to the marks are required. In the case of an oral test, however, no such written evidence is available. Those responsible for the conduct of the oral examination must, therefore, in my opinion, give special attention to two main aspects.

- (1) The oral examiners employed must be very carefully selected and briefed so that, as far as is humanly possible, they mark at the same standard.
- (2) All the evidence that can be gathered of the way individual examiners have marked the orals must be used with the greatest care after the oral tests are over to achieve as high a degree of standardization between individual examiners as possible.

In the University of London we have recently appointed chief oral examiners in French, German and Spanish. They have among their duties:

- (1) To interview potential oral examiners and report upon their suitability to the appropriate Board of Studies of the University.

- (2) To select the reading passages used at both levels, though not dictations.
- (3) To visit schools while orals are in progress and be present at oral tests.
- (4) To standardize the oral results as far as possible.

In time the chief oral examiner should come to know individually most of the oral examiners in his subject. He should then be in a good position to assess their results, especially as not only the oral marks of the candidates will be available to him, but also their marks for dictation and the theory paper.

With a smaller examination than ours it might well be advantageous also to call meetings of oral examiners from time to time. Unfortunately, such meetings are difficult to arrange when approximately 140 oral examiners are employed each summer and over 70 are used to examine in French alone. We have also not so far made use of the services of the tape recorder in helping to secure uniformity in our oral examinations. Again, the main reason is the great number of examiners employed, but with smaller numbers it might well be possible to achieve greater uniformity of standards by recording an oral test and playing it back to a group of oral examiners.

I do not think we have yet fully solved the problem of securing uniformity of standards in an oral test. This does not, however, mean that our oral examination does not have a very real value. It definitely serves as an objective test, if not a highly sensitive one, and it does much to maintain the standards of oral work in schools.

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School Address

SCYLLA OR CHARYBDIS?

Machines have suddenly, it seems, burst upon our educational horizon. Programs at teachers' conventions do not seem complete unless they include a discussion of the rôle of mechanical and electrical devices in education, and most delegates seem to take it for granted that while attending they will have the opportunity of examining these devices for possible use in their teaching. In two short years, at the biggest of these conventions, that of the Modern Language Association of America, displays of language laboratory equipment have mushroomed. Whereas before 1958, companies were content to display a tape-recorder or two, now they bring in everything needed to set up a working model of a laboratory. Competition among exhibitors is keen, for they are engaged in a million-dollar business. Teachers, formerly petrified at having to work a tape machine, now bravely contemplate the possibility of running a whole lab single-handed. Principals who ten years ago had misgivings about acquiring a recorder, now seem to think that asking for a complete lab is not at all unreasonable. What is making the mouse roar?

Cynics would answer: Money. Since the passing of the National Defense Education Act in the United States, the Federal Government matches dollar for dollar money voted by local boards for teaching equipment, including language laboratories. This has provoked a flurry of planning, an orgy of spending, and a frenzy of searching for men to go with the machines. To an outsider, it probably seems that though the language-teaching field has left the launching pad, it can't quite get into orbit.

However, things are settling down. Hasty decisions are being corrected; the fly-by-night companies, that sold shoddy equipment and then couldn't make it work, have largely eliminated themselves; plans and specifications have been drawn up by responsible authorities to help teachers and their school boards decide more wisely on standards for efficient language laboratories (1); and last, but not least, teachers are being trained to cope with recording equipment, though it will be a long time before there are enough teachers well-versed in language laboratory instruction.

Money has made machines available, of course, but money has obviously not created the demand for them: it has only facilitated their being accepted as part of the teaching scene. The demand arises from a new intellectual climate fostered by the realization that there is no longer any such thing as isolationism, that world-involvement is an inescapable fact, and that the possession of languages is not only a condition of this new involvement but in reality constitutes an undeniable superiority.

We want to understand and to speak — to have the direct, immediate experience of language — rather than to read, which is derivative. We

1) See the valuable **Purchase Guide for Programs in Science, Mathematics, Modern Foreign Languages**, prepared by the (American) Council of Chief State School Officers. (Ginn and Co. 1959, \$3.95). Note the section on pp. 263-289 which gives general descriptions. The tape-recorder specifications on pp. 214-215 are ideal, but not usually encountered (e.g. minimal frequency response, set at 75-9000 cycles per second, when using the 7½ ips speed; actually, most student machines work at 3.75 inches per second, and the better companies do not claim much above 6000 cycles, which is good enough for voice (i.e., not music).

are in a hurry, and I might even add, we are not a little anxious when we think of all those years during which as a nation we neglected the oral side of foreign languages. We want our children to have these same experiences with language — to have little difficulty in understanding native speakers of the language they study; and to be able to speak this language acceptably. We are not asking for anything exotic: French will do quite well. Are our schools equipped to give their students the needed training?

The answer is obvious. We have neither the native speakers we need, nor enough teachers whose French is above reproach. I say this with feeling, for year after year our greatest effort in the spoken language goes into remedial work; this work might be considerably reduced if from their first high school years students had had access to some sort of "spoken library", at an age when they were correspondingly more receptive to the spoken word than they are at the university level. A language badly begun is a great hobble; it is tragic, moreover, to realize that students whose pronunciation is fairly good may not even be able to improve — they have reached their spoken language destination too quickly, and with the wrong baggage. But — "*le propre de l'erreur est de se croire la vérité!*" — they do not realize it. Later, when some of them decide to teach French in high school, history repeats itself, and their own students come to the university with the same mistakes.

I am far from adopting here a "holier than thou" attitude; we professors could do a far better job of teaching than we do. The university has a duty toward the future teachers of this province; they must be given more chance to practise and improve their spoken French, even if it has to mean the sacrifice of some university courses in literature. Obviously the whole system is caught in a vicious circle; nevertheless reforms will have to begin somewhere, and the logical place seems to me to be at grade 9 or earlier. Since general improvement of language teaching can only be a long-term affair, every effort must be made to furnish teachers now with the mechanical devices necessary for them to do a better job.

I have no hesitation at all in thinking that the only feasible immediate remedy is the introduction of language laboratories; they are needed most in those schools which do not have teachers sufficiently fluent in the foreign languages which often they have been asked to teach, without adequate preparation for the task.

Obviously, labs by themselves are worth nothing unless they are used intelligently; in fact, they would be a positive menace if they helped to perpetuate on tape those errors which might mercifully be forgotten when heard only once or twice in the ordinary classroom.

Effective use of labs will depend first, upon an attitude of mind on the part of the teachers using them. To begin with, they need not be ashamed that their French leaves something to be desired; it needs to be repeated ad nauseam that speaking a foreign language is primarily a skill that can be acquired and bears little correlation with intelligence. They must be willing to admit it when their pronunciation is not of the best, and constantly to refer to the standard French available on tape or disc. This will take courage of a high order, obviously. Yet teachers are constantly invoking the authority of the book, the written word, "if the editor says so, it must be right" — they could go a step further and invoke the authority

of the spoken word. This is in fact what the language instructors did in the American ASTP programs during the war years: they knew the structures and the grammar of the exotic languages they taught, but used native "informants" who did nothing but furnish spoken examples of foreign languages and in fact acted as living tape recorders. True, French in the eyes of English-Canadians could hardly be called exotic, even though in their mouths it could sometimes be labelled fanciful. Nevertheless, I feel that once the teacher has accustomed his class to turn to the authority on the tape for the correct pronunciation and intonation, the biggest hurdle will have been negotiated. Is it too much to expect that there would result a certain satisfaction on the part of both the teacher and his students? — the former would be relieved of part of his responsibility, and would be making it possible for his students to get a quicker comprehension of the language, not to mention the fact that he might profit from hearing the tapes himself, since the average teacher has little chance to hear much French, except that of his own students, which is usually an imperfect copy of his own. The students would have the certitude that they, like all their fellow-students at the school, were hearing and pronouncing standard French, rather than a language that might vary depending on the classroom they were in.

There is obviously more to language than correct pronunciation, or a knowledge of grammar, or a good memory for words. To learn a language is to acquire a very large series of automatisms, the slow overlearning of "structures", without which fluency cannot be achieved. Such structures must be learned by exact imitation, and, except in the very earliest stages, at normal "native" speed and without exaggerated articulation.

All of this presupposes constant, active, sustained participation by all students; it is a concomitant of the idea that language must be used. In a classroom which is also a fully-equipped laboratory, the instructor can actively teach for part of the lesson and then let all the students practise what they have learned — not necessarily parroting all together, not reciting one after the other, but independently of each other and if possible at their own speed. The taped exercises — in good French — would foster good speaking habits, tend to standardize the pronunciation of everyone, and make comprehension more possible. Instead of a student reciting for one or two minutes and then listening the rest of the time to the hesitations and gropings of his classmates, he would have the full benefit, via earphones and microphone, of a tête-à-tête with a French person, hearing nothing but good French, and correcting himself as he went along, with little or no embarrassment to himself. (2)

2) The **teaching machines** which have had phenomenal success in certain subjects like mathematics, owe this primarily to the fact that their procedure is methodical and always aims at eliciting the **correct** response in its simplest form, and to fix it in the mind by repetition, variation, and review. The correct response is always given, of course, after the student has responded; it is at the same time a check, a re-iteration, and an encouragement, for each correct response is its own reward, and immediate reward is the **sine qua non** of learning (the trained porpoise always get a fish after doing the right thing). A teaching machine, incidentally, was demonstrated at the Latin section of the O.E.A. meeting, Spring, 1960. See the **Saturday Evening Post**, of September 24, 1960.

Consider the superiority of foreign-language tapes over books. Until and unless presented by a competent teacher, the foreign-language text or grammar is an inert mass, and by itself would be of little use to a high school student. Every lesson taught orally in a class is in fact a creation, or re-creation, largely dependent on the effectiveness of the teacher. A recorded tape, on the other hand, though it can never equal the human warmth and the magic of good "live" teaching, is nevertheless its own teaching device, dependent only upon a machine to make it "come alive" — and it can present its exercises in the same compelling way, day after day, patiently, its effectiveness undimmed by the size of the audience. It is heard equally well in the back row as in the front, and each listener feels that the lesson or exercise is addressed to him alone.

Obviously, teacher and machine are not mutually exclusive. They complement each other: the teacher presenting the lesson, the mechanical "répétiteur" then giving each student equal opportunity and time to practise and review, to hear himself, correct himself and, through the intercom, receive instructions from the teacher.

The advantage of having a language laboratory in a school seems so obvious that no one's arm should have to be twisted in order to make him realize it. The proof of the pudding is in the eating; the most convincing argument to use with a school board is to introduce them to an actual laboratory, let them sit in the booths and listen to a master tape, record after it, then hear how they sound — and the laboratory will sell itself, so startling is the experience. (3)

A word of warning, however. Every language department that wants a lab must realize fully the implications of acquiring one. (4) Someone has to be responsible for running it, and the person placed in charge must have his teaching load lightened so as to be able to keep the lab going at full efficiency. Running a lab can only be done at the expense of a great deal of nervous energy, for it adds to the normal burden of teaching, that of running the machines and seeing that the whole class understands the system and uses it to advantage. Quite apart from installation costs, an annual budget must be maintained to take care of repairs, replacement of equipment that gets a lot of use (recorders, earphones, microphones, switches, etc. (5), and the buying of raw tapes and audio-visual material

3) The University College French Lab may be visited at any time, by appointment (Phone WA. 1-9194, or WA. 3-6611, Local 294).

4) The pioneering work discussing laboratories is the book **Language Laboratory Learning** by Fernand Marty. It is crammed with useful information, technical and otherwise, and astute observations regarding the teaching of language and the learning process. (Audio-Visual Publications, Hollins College, Virginia). The Connecticut Audio-Visual Education Association publishes an annual brochure, reproducing articles that have appeared in various publications. (Yale University Audio-Visual Center, 130 Wall Street, New Haven, Conn.)

5) The National Audio-Visual Association, Fairfax, Virginia, publishes an annual Audio-Visual Equipment Directory (price \$4.75), which gives for each item listed (e.g., recorders, "package" labs, projectors, etc.) the specifications, prices, an illustration, etc. This is a most useful publication to have, to keep teachers and principals informed of the great wealth of equipment available (in the U.S., though most of the items are available in Canada).

on tape and disc. 6) And there should be no illusions about the work involved: teaching with the full class use of a laboratory probably demands more time than do traditional procedures, if we take into consideration that a lot of preparation is needed for proper "programming" (putting lessons on tape). Obviously, since we are only in the beginning stages of language laboratory instruction, there are few commercially-available tapes. Publishing companies, however, are well aware of this lack, and within a year or two there will be whole tape series that can be used along with text-books, thus facilitating the work greatly.

Now, as to the types of machines (or labs) to get. This depends primarily on what you want the lab to do.

If you want a student, each time he occupies a booth, to record his imitation, or his responses, then your set-up will be more elaborate than if you want him to be recorded only periodically.

In the first case, you have a choice primarily of two types of labs. (a) One type (the "Linguatrainer" (7), for example) takes the operating of both recording and playback out of the hands of the student, who simply has a switch to choose one function or the other, subject to the Instructor's stopping and starting of the machines; recording and playback functions are housed in a cabinet (remote from both teacher and student) in which all recorded material is in the form of tape cartridges, which play for a certain length of time, and can be made to repeat. This type of laboratory comes in units for a certain number of students, and is not economical except for multiples of that number. The second type of lab (b) (The ETL "Monitor", for example (8) puts recorders in every booth, each student position costing a fixed amount. Students can copy a tape played from the Instructor's Console, and then use their recorders for further practice — they cannot erase their "Master" track, though they can record over their first efforts on their own track as many times as they wish. Both (a) and (b) types can be used directly for teaching, and also make it possible for students to use the Lab as a "Library" working by themselves with pre-recorded tapes, during study periods or after school.

If you believe that the student need not record each time he uses the laboratory, then a system (c) is available in which each booth is "audio-

6) Every school should have a copy of the **Materials List** published by the Modern Language Association of America, 70 Fifth Avenue, New York 11, N.Y.). Price: 50 cents. This extremely valuable brochure gives for French, German, Italian, Spanish and Russian, a valuable list of books, dictionaries, discs, tapes, maps, calendars, etc., which will be found to be of great use to teachers of languages, from kindergarten through senior high school. Another excellent source of suggested "realia" is the "National Information Bureau News", published regularly by Armand Bégue in the outstanding **French Review**, official journal of the American Association of Teachers of French, in which even the advertisements hold great interest for all language teachers — (Circulation Mgr. G. B. Watts, Davidson College, Davidson, North Carolina).

7) It is distributed by Stark Electronic Instruments, Ajax, Ont. There is one in operation at Northern Secondary School, Toronto.

8) The Laboratory demonstrated at the recent Fall Conference at Middlesex College, University of Western Ontario, is made by Electronic Teaching Laboratories (Canadian representatives: E. M. I. - Cossor, Toronto). There is one at University College, and another is being installed at Trinity College.

active" (9), with recording facilities — one student at a time — handled from the Instructor's console.

Such an arrangement is not necessarily less good than (a) or (b) above — the question of constant vs. occasional recording has not been resolved, and is one of the hot issues at language laboratory conferences — but system (c) is undeniably less expensive (each ETL "audio-active" booth costs about \$170, roughly \$270 less than their recorder-equipped booth, though the initial cost of the Instructor's Console (two recorders, a record player, full intercom, earphones and microphone — is about the same in each case — \$1200).

It is almost universally accepted that the audio-active principle inherent in system (c) is the minimum requirement for a language laboratory worthy of the name. Normally, when we speak, we hear in two ways, through displacement in the soundwaves surrounding us, and through bone conduction in our heads. The use of earphones alone would thus only serve to cut out the former and leave us with the latter, which would make for an imperfect rendition of what we hear ourselves say. In other words, earphones alone are less good, for drill work, than plain listening to and repeating after a record-player or tape recorder.

Now, machines are fine, but it is not enough just to have them. They must be used, and used in the most effective way possible, not as a reinforcement of the present grammar and reading approach, not to test student's knowledge of authors, but as a modern teaching tool around which to build a new course of study. Machines are primarily for teaching, not testing — though well-conducted lab programming presupposes constant hidden testing, since obviously no link in the chain of learning can be omitted. The ideal lab course has not yet been written or recorded, and there may never be one. But great strides in building excellent courses of study with emphasis on speaking and comprehension will be made in the near future, thanks to the pioneering efforts of a few men who are pointing the way. First and most important from the theoretical point of view is Robert L. Politzer, whose book "Teaching French: An Introduction to Applied Linguistics" (Ginn) is an absolute "must" for anyone who is dissatisfied with the traditional approach, and wishes to set his teaching and lab work on a more solid theoretical foundation. For the practical aspect of programming, of starting a language laboratory and running it efficiently, the excellent book by Edward M. Stack: "The Language Laboratory and Modern Language Teaching" (Oxford) fills a great need and will rapidly become a sort of operations manual and reference book for all language laboratories. There are other books, but these two will suffice. (10)

Is it to be Scylla or Charybdis? Scylla — the fear of asking for

9) i.e., has a microphone, a small amplifier, and earphones. The student hears himself speak through feedback into his earphones. The University College French Lab has some of these units, alongside others fully equipped with recorders.

10) As we go to press, another publication is announced: **Sound Language Teaching: The State of the Art Today**; University Publishers, 59 E. 54th Street, New York 22, N.Y. (\$5.50). V. also Theodore Huebener, **Audio-Visual Techniques in Teaching Foreign Languages**. New York University Press, N.Y., 1960.

money, the battle of the budget, the awe of the electronic monster, the doubts about a new philosophy of teaching languages, with all the turmoil that this implies? Or Charybdis, the looming spectre of thousands of new students who have begun to flood our already-crowded schools and who, as their numbers increase, will get fewer chances to practise their languages and find fewer teachers qualified to instruct them?

In the coming "bulge", labs, whose effectiveness does not diminish noticeably with size, may be the only bulwark against the tidal-wave. Would it not then be good insurance to have them installed and in good working order, integrated into a new language system, rather than to have them forced upon us later? In point of fact, there is nothing formidable about installing and operating a lab: try one and see.

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University College, Toronto, Ont.

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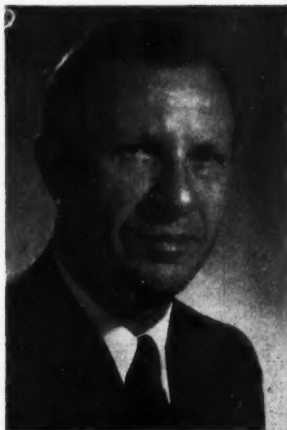
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Inspector Steinhauer

THE FORWARD LOOK IN MODERN LANGUAGE INSTRUCTION

An address delivered by
Inspector Steinhauer
at the O.M.L.T.A. Fall Conference,
which was held in London on Nov. 5, 1960.

Modern Language instruction is being subjected to so many looks from all directions that a poor language no longer has any privacy. Some teachers look back with nostalgia at the "good old days" when our objectives were relatively simple and clearly defined: the aim in studying a language was to

learn to read, to write and to translate it. Little attention was paid to developing a mastery of the spoken idiom and much less to acquiring a respectable pronunciation. Only the eccentric teacher approached language instruction through the medium of the foreign language and any fluency that pupils gained thereby was considered purely coincidental, an unnecessary frill that paid small or no dividends on the final examination. Language study was reduced to a mechanical discipline which, in some mysterious and obscure fashion, was intended to produce intangible cultural benefits. We were the victims of our idealism and assumed an "all-or-nothing" attitude. Since we realized that we could not achieve bilingualism in our classrooms, we decided not to waste our time pursuing the unattainable or aiming at a partial command of the spoken language. Mastering a language meant acquiring the ability to read, write, spell and translate. The development of aural and oral facilities were supplementary refinements reserved for post-graduate study by a small percentage of students who intended to make language study their life's work.

If this system of language instruction did not produce graduates who spoke the foreign language with any degree of fluency, it was at least conducive to peace of mind and unity of purpose, for it prepared pupils admirably for the type of examination to which they had to submit at the end of the course. It produced, furthermore, teachers admirably suited to instruct pupils in the tradition of language study in which they had been reared.

With the expansion of our horizons, new problems have been created. The realization that the prime objective of language acquisition is communication and expression can be accepted in theory by all teachers. But how is this theory to be implemented by a group of teachers trained in the old tradition? Furthermore, what inducement is there to make a major

readjustment in content and methodology when the rate of change in our testing procedure has not kept pace with our changing objectives? The Grade 13 examination has been modified considerably and we are constantly experimenting with new testing procedures in order to keep pace with the changing emphasis. However, we must admit with reluctance that, in their present form, examinations can test only for comprehension, translation, knowledge of grammatical rules and pronunciation to a limited degree. Unfortunately, a pupil can be prepared for this type of examination by traditional and discredited methods. We have not yet succeeded in devising a successful form of practical, oral examination that can be both effective and objective on a province-wide basis. Furthermore, no amount of prodding or needling by teacher groups will help us to overcome the insurmountable obstacles implied in such an undertaking. We fully realize the desirability of administering an oral testing programme, but so far no one has as yet suggested a workable formula. Our saving grace is that as a body, teachers are a conscientious group of highly professional people; hence, they take their responsibilities seriously and are not satisfied to pursue meaningless objectives.

If I may be permitted to utter a platitude and make a statement that has been repeated frequently of late, I should like to reiterate that Modern Language instruction has received a tremendous impetus as a result of Russia's initiative in launching the first satellite, and all the implication that this action has had in intensifying the cold war. Had the western powers maintained the initiative by launching successfully into orbit the first space missile, we would still probably be using traditional translation methods in our classrooms. This is a trifle facetious and an oversimplification of the problem, but the essential fact remains that if we are to maintain our place in the sun, the Russian challenge has to be met and our survival as a nation depends on our ability to adjust to changing demands and regain the initiative through sound experimentation and purposive application.

In their best-selling novel, "The Ugly American," Wm. J. Lederer and Eugene Burdick sound a warning note regarding the short-sightedness of American foreign policy. The authors castigate the American government for sending to the far corners of the earth diplomatic representatives who are eminently unsuited to the task of maintaining and extending American influence by virtue of the fact that they do not know the language of the people amongst whom they are to live, nor their customs, habits, and mores. Nor do they make any attempt to understand the natives, their beliefs, their superstitions, or treat them with courtesy and respect. All communication and contact is marked by an air of condescension and patronization and, in its most tactful form, by benevolent toleration. It is small wonder that such arrogance engendered distrust, apathy, suspicion, and bitterness.

The Communists, in no position to match the lavish American monetary aid, wooed the have-not countries with gentle words expressed eloquently in the language of the natives, offered psychologically-fragrant bouquets of sympathy and understanding, and thus gained confidence and good-will, where the American rival only managed to disseminate resentment and suspicion. This, in brief, is the authors' diagnosis of the Amer-

ican diplomatic debility. The prognosis soon followed, however, for with the passing of the National Defence Education Act in 1958, \$70,000,000 a year for 5 years (plus \$5,000,000 for state supervision) were allocated to educational institutions throughout the country to be used for the purposes of strengthening the teaching of mathematics, science, and foreign languages in the United States.

This very substantial Federal financial aid and, even more important, moral support given to the language instruction programme provided a tremendous motivation for experimentation and use on a large scale of language laboratory installations, hitherto prohibitive because of the cost involved.

As is the case with any major significant innovation, exuberant claims for the new medium and vituperative attacks appeared in professional journals. Impetuous teachers vied with one another to be the first to install elaborate equipment before ascertaining its potential or determining the exact role that this electronic machinery was to play in the language teaching programme. The new order called for an adjustment of emphasis and pedagogic techniques and, in some cases, a complete reorientation of objectives. And the battle between the opposing factions is still raging.

The more ardent enthusiasts claim that "Foreign language teachers will soon feel themselves involved in a technological revolution, suddenly chin-deep in a tide of new demands upon their competencies, and they will seek, some almost frantically, enlightenment and practical help." Extreme reactionaries have loudly proclaimed that they will have nothing to do with a scheme that advocates that machines can replace the teacher. Such statements are irresponsible and are not to be taken seriously. No responsible teacher will maintain that the electronic machine can take the place of the teacher. Even its most ardent advocates realize that the language laboratory, no matter how simple or elaborate, is first and foremost an aid to the language instruction programme. It is there to supplement and complement what the language instructor can do in the classroom. It is not a gadget or magical device which will teach language for you. It is not an instrument which will lighten the work-load of the language instructor — in fact, when put to its proper use, the language laboratory demands more time and energy from the teaching staff than regular classroom procedures do.

Furthermore, no educational programme or classroom technique can be better than the teaching staff charged with implementing it. In a very large measure, whatever achievement has been recorded down through the years is due essentially to the efforts of the intelligent, well-trained and dedicated teacher.

Having made it perfectly clear that I regard the language laboratory, and any other teaching or visual-aid material, only as tools in the hands of competent teachers whose skill and efforts alone can determine their effectiveness, I am of the opinion that this electronic equipment will exercise a tremendous influence on Modern Language instruction in the near future. I make this statement, although I am fully aware that there are authoritative people who will disagree violently with it, and consider electronic teaching-aid equipment as a scourge and a blight. Not only do they object to the language laboratory, but they go so far as to condemn

the oral-aural approach to language study. I refer to an article written by Professor Arthur S. Trace, Jr. that appeared in the December 1959 issue of the "Modern Language Journal" and which is entitled, "The New Look in Foreign Language Instruction; Threat or Promise". From this article I shall quote two short excerpts:

"It may well be that the current shift to the oral-aural approach is the worst blow that language has been dealt since the building of the Tower of Babel." and further on in the same article Professor Trace says: "The new emphasis on the oral-aural approach, particularly in beginning courses, is due in part to the widespread notion that a speaking knowledge of a language should precede a reading knowledge of it, because that is the way a child learns it. But this notion is preposterous; a child speaks it first because he cannot read, a fact which in part explains why he is so long learning to speak it."

Evidently, Professor Trace's love of the written word, and his confusion of "approach" and "objectives" have coloured his whole concept of the language-learning process. The audio-lingual approach is not a goal, but a path to a far more comprehensive objective, which is the mastery of the language. This, in turn, will make it possible for the student to come in contact with the literature and culture of the people, whose language is being studied. Certainly the traditional reading approach, taught in our schools until our recent realization that it failed miserably to impart language mastery, does not accomplish what Professor Trace is after.

I should like to list for you the claims made regarding the possibilities and problems that the language laboratory presents. These are listed in "Modern Techniques in Teaching Foreign Languages", Annual Bulletin number 19.

1. The FL lab is a tireless native tutor, a piano to practise on, capable of providing endless experience with and control of the two basic language skills: aural comprehension and oral production.
2. It is one way to keep the whole class working aloud actively and individually with the stream of speech through the entire classroom period.
3. It will accommodate different levels of individual capacity and rate of learning within a single class.
4. It can provide the extra practice outside of class without which neither the piano nor golf nor a language can be learned satisfactorily.
5. It can reinforce learning immeasurably by providing immediate response confirmation (check on correctness for each problem item).
6. It makes it possible and easily practicable to build the aural-oral emphasis into the course by providing the initial approach to all new language elements through the ear only.
7. By synchronizing the tape player with a film projector, sound and picture can combine in a simultaneous, greatly reinforced presentation of the new FL elements to ear and eye together.
8. Teaching machines can perform much of the teacher's work, leaving him more time for the "sine qua non": engaging his students in live FL performance.
9. A private portable FL machine with suitable materials provided for

the personal use of the teacher can, over a period of time, teach the language to the teacher if he will do everything that he tells his students to do.

10. The FL machine is an instrument to reclaim students with a shaky background.

Certain problems present themselves, however, in connection with the use of a language laboratory:

1. Machinery is easily purchased, but integrated materials designed specifically for high school FL laboratory use are either scarce or non-existent.
2. How can we provide for the extra outside-of-class practice, without which neither piano nor FL can be learned satisfactorily?
 - (a) Study Wall lab. installation;
 - (b) Library lab. installation;
 - (c) Recorded materials (and machines) for study at home.
3. Students will never learn to speak if they know that the final examination will test primarily their ability to write. How can we provide adequate (reasonably objective, easily administered and graded) oral examinations (tests of speaking ability) for group use?
4. How can we win the confidence and co-operation of our FL teachers? How can we provide sufficient demonstration and in-service training without laying an extra, uncompensated burden on the teachers involved?
5. We need to set standards and specifications (electro-mechanical and pedagogic).
 - (a) to protect the teacher from unscrupulous salesmen;
 - (b) to see that good equipment is used effectively.

I have said enough to indicate to you that we have in the electronic teaching-aids a mechanical giant, which, under proper positive direction, is capable of performing unlimited service to aid the classroom teacher. It does not possess a brain and lacks the personal element and flexibility which only a teacher can provide through contact in the classroom. There are certain things it can not do, and which must not be expected of it. But the mechanical, routine skills inherent in learning can be performed by it better than by a teacher. It never loses patience, but responds constantly at the flick of a switch.

Educative experience consists of receiving information and forming it into ideas. The person who does this is the one being educated. The quality of an educative experience is not in the information alone, but in the student's response to the information in what he does.

I should like to draw my remarks to a close with a quotation from an article by Professor A. R. C. Duncan of Queen's University:

"We cannot experience the experience of others and hence there is a solitariness about human life—each of us is limited to his own experience. One of the main ways to break down the walls of this solitary confinement is through language spoken and written. We should always remember that language is the most precious of all human tools — and it should be cared for and nurtured as are all precious things."

D. STEINHAUER

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by
JOSEPH DOHERTY
ROBERTA MARKUS

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ARE WE EDUCATORS?

There comes a time of soul-searching when language teachers question their role in the field of true education. We dwell in a special world inhabited by classified words which are interesting as entities and beautifully functional, but which are cold, bloodless, impersonal and have no value in real-life experience.

After months of drilling forms, forms and forms of all kinds of different words; after months of forcefully persuading grammatical facts into minds which resist passively, there comes the moment of truth when we ask ourselves: "Is this education? Or is this a specialized skill which has really little to do with the development of comprehension, insight, reason, logic?" It is true that a sensitive understanding of the relationship of words, of the influence of one word on another, offers wide scope for the development of the mind's faculties, but we must accept the fact that a small percentage of our students ever realize grammatical comprehension. They may be able to apply grammatical rules as conditioned reflexes, but they are on the outside looking in; few enter into the spirit of the language, and look out.

Where then in our five year course do we find the opportunity to soar above the factual world into the true realm of education? When do we get the chance to deal with ideas? Not very often. We do discuss differences of cultures — homes, food, trains, schools, attitudes — but how often do we take the fact and develop it into an idea, a concept?

An honest teacher of foreign languages will soon acknowledge that he is in danger of becoming a caricature. Day after day, students come to him and, as it were, a button is pushed and grammatical terms and correction of verbs pour forth. The students cannot accept the teacher as a complete being tied to reality when he presents such a shallow, one-sided personality.

The one opportunity offered us to really deal with ideas arises from our studies in authors. And this opportunity is too often blocked by methods. Through our reading, we are forced into the realm of human values, concepts of life, and the world. But how can you discuss such abstract ideas with Grade XI, XII or XIII students if you insist on speaking only in French. Let us by all means drill in French the facts of the work being read, but let us not bypass the ideas, simply because our students have not the experience to understand them when discussed in French. And yet is this not what happens?



Let us consider this year's author's text: "Le Notaire du Havre".

I am sure that there are many teachers of French who feel sick at heart when they must turn such a delicate creation over to the word-by-word erosion of fifth form students. To imagine just what atrocities will be committed to the work is sufficient in itself, but to have to be a spectator to the almost daily hacking away at words, to watch the finely constructed limbs cut away, and to know that there is no comprehension of the skill which formed these limbs, all this can prove a nerve-wracking and soul-destroying experience for the teacher.

And yet this authors' book more than any other of recent years, offers the teacher the opportunity for his richest experience as a teacher of language.

Before considering his approach to this novel, the teacher should assess the general situation. The average student spends most of his study time looking up words and struggling with the more complex facts of Duhamel's style. When he has performed this task, he next considers the written questions and prose translations. Next, he must memorize vocabulary, and at this point the time he has to spend on French is over, and he passes on to his next subject. The next day in class, the teacher answers questions on difficult passages, asks questions in French on content, presents some word study, perhaps reads on for half a page, and the class is finished. And in all this work, the real challenge of the book is ignored.

These fifth form students, though wearing a high sheen of sophistication, are extremely naïve and keenly interested in learning about themselves as complex beings and of their place in the wider plan of society and the universe.

This book opens up to them the whole world of new ideas — IF the teacher breathes life back into the work, which the students have reduced to rubble through their plodding dissection. If the teacher on his part adds to the rubble by further dissection, then the value of his course is questionable.

This novel offers the basic situation of family life with which every student can associate himself, and by contrasting his personal situation with Laurent's home life, by contrasting Laurent's experience and ideas with his own, by sensitively considering Laurent's reactions and trying to understand them, the student soon finds himself thinking and discovering new colours in his own life.

Very few of these students have really questioned any of the precepts they have had instilled in them, and it is thrilling to see the new light awaken in their eyes, and a new excitement enter the voice as they discuss the ideas in this book. But if this discussion is to progress past a very elementary stage, it must be conducted in English.

A new attitude develops within the students — an admiration for the subject which has offered them some real nourishment and new energy to continue their search for truth.

Another experience we would deny our students if we insisted on using French, is a discussion of some of the descriptive passages in this book, and the discovery of the art of Duhamel.

The description of the tenement house, its sounds and smells, and the description of the train passing by and its influences on the house are very

likely two of the best pieces of descriptive writing these students have ever read. And yet they will never know it unless the teacher leads them into the skilful techniques of the artist. And, again, this must be done in English.

"Le Notaire du Havre" offers a feast of ideas and revelations about life. What a shame to miss the true pleasure of the feast because we insist on using utensils which destroy the true flavour of the rich dishes offered.

And how disappointed we shall feel in June when students will write down in French memorized surface facts about the book and will not be given one opportunity to express in English any insight they have gained into life or literature through their study of this fine novel.

FRENCH CAN BE SPOKEN IN OUR SCHOOLS

Although I have no French background whatsoever, a very good French teacher inspired in me a great love for the language when I began to study it in high school. This, I believe, was due to the fact that we spoke the language as well as reading and writing it.

It was many years, during my teaching career, before I had the opportunity to teach French. When I did, I decided to explode the idea that school children were not taught to speak French, and to give the lie to such remarks as "My high school French did me no good when I visited Paris." "Nobody ever talks French." "Why learn a second language when it is of no use to you?"

I set out to prove that there are French-speaking people in every community in Canada, no matter how small. In this district where English is spoken exclusively, I discovered fourteen people of French extraction who admitted that they spoke French among themselves, in private. I invited them to visit the school during Education Week to hear my pupils talk French.

Every one of my thirty students spoke French that day. Each student learned two sentences perfectly, such as "Come in. Sit down. We are glad to see you. Look at the French posters we have made." etc. My better pupils put on a play in French. Some of them sang French songs.

The general public was delighted, especially when the real French people said that the boys and girls were actually pronouncing French properly. This lent great impetus to my French programmes in the school. Now the children knew that they were studying a language that real people spoke every day, in their homes.

Shortly after Education Week, a group of French ladies approached me with this request: Mrs. Nouch, we were born into French homes and spoke the language for many years. However, since moving West, we've forgotten a great deal of it, because we have no opportunity to practise. Could you start a French club for us?"

Could I? I was delighted, because I, too, wanted to practise my French. However, as I was very rusty, I delayed starting the club until I had taken two classes in French, which I did last summer. Then, as soon as school began last fall, our first Cercle Français was born. It is composed of nine women, eight of whom are of French origin. I am the ninth. We meet every week for an hour and a half, during which time no English is

spoken while we have coffee and small cakes, sing French songs, listen to French recordings, read from French books and converse generally.

One day, after school, two of my high school pupils said to me, "Mrs. Nouch, we heard two of your French ladies speaking French today. Could we have a club like that in school?" I was delighted and so the second Cercle Français came into existence. It is composed of all students from grades nine to twelve who wish to speak French. About thirty of us meet every Wednesday noon to sing, listen to French records and to talk French. I am truly amazed with the good attendance of both boys and girls.

However, that isn't the end of the story yet. Two young married women whose husbands are French and who never learned the language, and another young matron whose grandmother is French, expressed the desire to learn the language. So, to my surprise, another Cercle Français (that meets for an hour every Thursday) began. This is composed of young married women who have never attempted to speak French. I am teaching them the basic phonetics and putting them through easy books at first. They are very eager, and if their attendance is any proof of their enthusiasm, well, they have it!

All of this has made my French teaching in the school a great deal easier. Whereas, at first, I was up against students who absolutely refused to even pronounce French words, I now have no difficulty. This town is now "French language conscious." My students see and hear that French is not the "dead" language it has been purported to be in non-French, speaking communities. I'm just hoping that some of them will become French teachers when they graduate.

KATHLEEN E. NOUCH,
Elrose, Saskatchewan

Examens de l'Université de Paris

réservés aux étudiants étrangers

CENTRE DE TORONTO

Une deuxième session du Certificat Pratique de Langue Française (premier degré) aura lieu au mois de mars 1961. Les candidats éventuels pourront se procurer tous renseignements au bureau du Secrétaire du Département de Français, Room 39, University College, U. of T., Quzen's Park, Toronto, Canada.

AN OBJECTIVE VOCABULARY TEST FOR GRADE XI FRENCH

By Desmond Howard, Kamloops, B.C.

(Based on the first five lessons of "Cours moyen de français, Part I",
published with the kind permission of Clarke, Irwin, Toronto.)

INSTRUCTIONS: Write the most suitable NUMBER in the space provided:

1. Plus on achète, plus on: 1. joue; 2. vend; 3. dort; 4. dépense
2. En été peu d'hommes portent: 1. un pardessus; 2. un pantalon;
3. les autres vêtements; 4. une chemise
3. Il faut porter un pardessus: 1. quand il fait chaud; 2. sous les
autres vêtements; 3. par-dessus les autres vêtements; 4. au-
dessous des autres vêtements
4. Ce veston est tout troué aux coudes comme il est: 1. vieux!;
2. beau! 3. chic! 4. cher!
5. Il a une folle habitude: 1. de bien travailler; 2. de faire ses de-
voirs; 3. de parler sans penser; 4. d'obéir aux lois
6. Quelquefois il se trompe, mais en général: 1. il a chaud; 2. il a
tort; 3. il a peur; 4. il a raison.
7. Je vais faire faire un complet. Il faudra aller: 1. chez moi;
2. chez mon tailleur; 3. chercher le médecin; 4. chez le facteur
8. Il a l'air immaculé. Tout ce qu'il porte est probablement: 1.
troué; 2. nouveau; 3. bon marché; 4. usé.
9. Quand le maître explique distinctement les règles, je peux les:
1. copier; 2. prononcer; 3. éviter; 4. comprendre
10. Dans la plupart des magasins se trouve: 1. un vendeur; 2. un
voleur; 3. un facteur; 4. un titre
11. Cet homme a presque deux mètres de haut. C'est pourquoi il
doit acheter un complet: 1. sur mesure; 2. tout fait; 3. à bon
marché; 4. toutes les semaines
12. "Le prix?" ai-je demandé au vendeur. Il m'a répondu: 1. Ça
va bien; 2. Deux cents francs; 3. Et vous? 4. Le quatorze juillet
13. Avant de parler, il faut: 1. bavarder; 2. cesser de respirer;
3. réfléchir; 4. téléphoner à la police.
14. En prenant mes mesures, le tailleur a découvert: 1. qu'il était
aveugle; 2. que Lili l'adorait; 3. que tous les hommes sont
pareils; 4. que je n'avais que 1m. 64.
15. Cette étoffe est merveilleuse. Voulez-vous m'en faire: 1. une
jaquette? 2. une tarte? 3. un tailleur? 4. une tartine?
16. Quand je fais visite à Prunella, elle est toujours prête. Il ne
faut jamais: 1. l'emprunter; 2. la payer; 3. l'entendre; 4. l'at-
tendre.
17. Le fer est: 1. léger; 2. bilingue; 3. peu lourd; 4. utile.
18. Pour vivre on a besoin: 1. d'air; 2. du cinéma; 3. de matchs de
hockey; 4. de mourir
19. La plupart des assiettes sont: 1. difficiles à casser; 2. confor-
tables; 3. rondes; 4. nourissantes.
20. Quand il pleut, Georges porte: 1. un billet à la main; 2. une
casquette; 3. plusieurs chapeaux; 4. une bouteille de pluie.

21. Ces vêtements lui vont bien. Pour cette raison il a décidé de:
1. se noyer; 2. les acheter; 3. se rendre à l'hôpital; 4. se marier
avec le tailleur.
22. La Normandie se trouve: 1. au sud-est de la Manche; 2. au sud
de la France; 3. en pleine mer; 4. partout
23. Sa ferme est: 1. au lycée; 2. devant un grand magasin; 3. en
plein océan; 4. à la campagne.
24. Quand il fait du vent: 1. je perds parfois ma casquette; 2. tout
disparaît; 3. il faut chercher un parapluie; 4. tout le monde en
est ravi.
25. Il cultivait du blé: 1. dans son cahier; 2. dans quelques champs;
3. en hiver; 4. dans la bibliothèque.
26. En août: 1. il fait froid; 2. tout le monde se rend à la patinoire;
3. rien n'arrive; 4. il fait chaud.
27. Je regardais les brebis avec leurs: 1. veaux; 2. paons; 3.
agneaux; 4. dindons.
28. Madame la Poule, je vous remercie de: 1. ce lait; 2. ce boeuf;
3. cet oeuf; 4. cette chanson.
29. Les coqs ne sont pas très populaires quand: 1. ils nous réveil-
lent de bonne heure; 2. ils regardent leurs propres affaires; 3.
ils restent muets; 4. ils s'endorment.
30. Aujourd'hui j'ai vu pour la première fois quelque chose de
très beau. On me dit qu'il n'y en a pas beaucoup dans cette
province-ci. C'était: 1. une lycéenne; 2. un champ; 3. un paon;
4. un mâle.
31. Il avait des poules de toutes couleurs: blanches, noires, brunes
et 1. petites; 2. rousses; 3. sauvages; 4. jeunes.
32. C'est une habitude curieuse de la nature, de faire les mâles
plus beaux que: 1. les autres mâles; 2. les facteurs; 3. la corres-
pondance; 4. les femelles.
33. La trente-deuxième phrase n'est pas vraie, quand il s'agit: 1.
du genre humain; 2. des paons; 3. des oiseaux; 4. des alouettes.
34. Les agneaux s'amuse à: 1. lire; 2. tricoter; 3. bondir; 4.
récolter la moisson.
35. Quand il pleuvait les poules rentraient dans leur: 1. boutique;
2. poulailler; 3. lycée; 4. bureau.
36. Par un beau soleil j'aime; 1. étudier le français; 2. copier les
verbes; 3. me promener; 4. rester dans le laboratoire de chimie.
37. Le professeur dit aux élèves: 1. Ne faites pas attention; 2.
Endormez-vous; 3. Vous avez tout appris; 4. Soyez sages.
38. Une haie: 1. a des ailes; 2. sépare les deux fermes; 3. ne parle
qu'une langue; 4. a l'habitude de visiter mon jardin à certaines
époques.
39. Dans la basse-cour se trouvent mes: 1. poulets; 2. caoutchoucs;
3. livres; 4. bêtises.
40. Ma voisine: 1. ne dort qu'au printemps; 2. s'appelle Laure; 3.
pond des oeufs frais; 4. n'a pas de compagnes.
41. Pour bien jouer du violon il faut: 1. jeter le violon; 2. avoir
une foule de violons; 3. pratiquer régulièrement; 4. éviter le
maître de musique.

42. Il y a plusieurs trous: 1. au-dessus de la haie; 2. dans ce tableau-noir-ci; 3. dans mon veston; 4. dans tout ce qui est solide.
43. L'époque de Louis Quatorze nous fait penser: 1. à la Suisse; 2. au dix-septième siècle; 3. au moyen âge; 4. à l'avenir.
44. Monsieur Dupré n'était pas toujours sérieux. De temps en temps il aimait 1. dire des bêtises; 2. parler sérieusement; 3. se noyer; 4. se tuer.
45. Regardez la crête vermeille de: 1. ce maître; 2. ce drapeau; 3. cette tarte au citron; 4. ce coq.
46. Ce vieillard: 1. est mon fils; 2. a de belles ailes; 3. est mon grand-père; 4. a un mari distingué.
47. Notre maison se trouve au nord de la Rue Bataille. Celle de Monsieur Kendall est au sud de la même rue. Sa maison est: 1. à côté de la nôtre; 2. au-dessus de la nôtre; 3. au nord de la nôtre; 4. de l'autre côté de la rue.
48. Tout ce que vous possédez: 1. est le mien; 2. sent à plein nez; 3. est à vous; 4. ne vaut rien.
49. Voici des graines que je vais: 1. dépenser; 2. semer; 3. promener; 4. chasser.
50. Les élèves s'éloignent du lycée: 1. à la sortie des classes; 2. à neuf heures moins dix, à peu près; 3. tout en s'en approchant; 4. par avion.
51. Je le vis: 1. de mes propres yeux; 2. sans le regarder; 3. au moyen des oreilles; 4. sans m'en apercevoir.
52. Un pré est une sorte de: 1. poule; 2. champ; 3. animal; 4. graine.
53. Les poules avaient: 1. enlevé des graines; 2. semé des graines; 3. appelé le chien; 4. bouché les trous de la haie.
54. A cause de la mauvaise conduite de cet élève, nous avons reçu beaucoup: 1. de plaisir; 2. d'argent; 3. de félicitations; 4. de plaintes.
55. La paille est: 1. lourde; 2. appétissante; 3. légère; 4. un oiseau brillant.
56. Au lieu de travailler, il: 1. travaille; 2. étudie bien; 3. fait bien ses devoirs; 4. joue.
57. Après cet examen vous saurez: 1. si vous avez étudié comme il faut; 2. toutes les réponses; 3. tout; 4. qu'il ne faut regarder que les images dans le livre de français.
58. Voici la nourriture favorite des poules. Ce sont: 1. des tartes; 2. des graines de blé; 3. des flocons de blé; 4. des verbes irréguliers.
59. Il n'entend pas ma question. Pour cette raison je la: 1. prononce moins distinctement; 2. répète; 3. comprends bien; 4. répète à voix basse.
60. La "santé florissante" des poules suggère qu'elles: 1. aiment les fleurs; 2. vont bien; 3. sont malades; 4. sont assez maigres.
61. Le mot "selon" veut dire: 1. son habitude; 2. après; 3. une pièce de la maison; 4. d'après.

62. Je vous remercie de: 1. votre bonté; 2. cette blessure; 3. cette injure; 4. ce mal
63. A Kamloops il n'y a pas de: 1. chaumières; 2. trous dans les rues; 3. plaintes au sujet des impôts; 4. timbres-poste.
64. Vous venez: 1. tous d'un pays étranger; 2. de lire ceci; 3. tous de mourir; 4. au lycée à cheval.
65. Ce petit garçon est un collectionneur de: 1. débris; 2. danseuses exotiques; 3. timbres; 4. bêtises.
66. L'argent est: 1. peu pesant; 2. facile à mâcher; 3. un des métaux; 4. mou.
67. Un jour mon fils aura trente-cinq sous, grâce à: 1. mon testament; 2. vous; 3. l'arc-en-ciel; 4. la T.S.F.
68. En lui indiquant l'objet lointain, j'ai dit: 1. le voici; 2. me voici; 3. le voilà; 4. ça ne fait rien.
69. Il lut: 1. la lampe; 2. la boisson; 3. le poisson; 4. le journal.
70. Il s'en alla; c'est-à-dire, il: 1. se tut; 2. s'éloigna; 3. s'approcha de moi; 4. y alla de nouveau.
71. Parce que l'élève allait mal, on chercha: 1. un fusil; 2. un long morceau de corde; 3. un médecin; 4. de nouveaux soulers.
72. Il se parle, surtout quand il: 1. nous parle; 2. est muet; 3. m'explique quelque chose; 4. est seul.
73. Malgré tous les efforts du docteur: 1. elle perdait ses forces; 2. elle allait mieux; 3. elle se portait bien; 4. elle devenait plus forte.
74. Parce qu'il n'y avait pas beaucoup de temps à perdre: 1. il se promenait lentement; 2. il y est allé à pied; 3. il courut à toute vitesse; 4. il ne fit rien.
75. Tous les jours un homme distribue les lettres dans tout le village. C'est: 1. le tailleur; 2. le boulanger; 3. le cordonnier; 4. le facteur.
76. Elle est morte à minuit; c'est-à-dire: 1. elle n'aime pas l'air nocturne; 2. elle ne vit plus; 3. elle ne vit rien; 4. elle vient d'apprendre sa note en français.
77. Ma conduite a déplu au maître. Par conséquent, il m'a dit: 1. Ça va bien. 2. Quel temps fait-il? 3. Avez-vous un parapluie? 4. J'en suis désolé.
78. L'accident est arrivé il y a quinze jours; c'est-à-dire: 1. d'aujourd'hui en quinze; 2. il y a deux semaines; 3. quinze fois; 4. le quinze juillet.
79. L'élève a fait une erreur stupide. Je lui ai dit: 1. Félicitations! 2. C'est souvent le cas; 3. C'est la première fois qu'une telle chose est arrivée; 4. Evidemment, mon ami, vous ne vous trompez jamais.
80. Elle ne parlait que de lui. Cela veut dire: 1. qu'elle parlait d'un sujet seulement, celui de son fils; 2. qu'elle lui parlait; 3. qu'elle ne lui parlait pas; 4. qu'il lui parlait.
81. Elle n'a plus de fils: 1. parce qu'elle a des filles; 2. parce qu'elle n'a jamais eu d'enfants; 3. parce qu'elle préfère les chiens; 4. parce que ses fils sont morts.
82. Dans l'océan Indien: 1. il n'y a plus d'eau; 2. il n'y a que des

- Indiens; 3. il s'est noyé; 4. personne n'a succombé.
83. Si j'ajoute cinq et deux, le résultat est: 1. dix; 2. trois; 3. sept; 4. quelque chose d'indéfini.
84. Je n'ai jamais pu: 1. voir la lune; 2. voler comme un oiseau; 3. faire des erreurs; 4. dormir comme il faut.
85. Les enfants jouent paisiblement; c'est-à-dire, 1. ils se battent sans cesse; 2. ils grimpent les rideaux; 3. ils s'amusent tranquillement; 4. ils jouissent de la guerre.
86. Après une heure de lecture: 1. j'ai remis mon livre; 2. j'ai ouvert les yeux; 3. j'ai cessé de parler; 4. je me suis réveillé.
87. Il entendit sonner à la porte. Pour cette raison: 1. alla l'ouvrir; 2. il frappa à la porte; 3. il décida d'acheter la porte; 4. il la ferma.
88. En regardant la figure agréable de Prunella, je me suis dit: 1. Quel corps! 2. C'est dommage! 3. Laquelle est Toni? 4. Quelles jolies joues!
89. Voulant éviter les erreurs, je l'ai lu: 1. à la hâte; 2. sans le regarder; 3. soigneusement; 4. négligemment.
90. "Second coup de sonnette". Evidemment: 1. il y a quelqu'un à la porte; 2. il y a un poète dans la maison; 3. on regarde un jeu de baseball; 4. un homme se trouve dans la prison.
91. Il venait de s'asseoir: 1. sur sa figure; 2. sans bouger; 3. sur un fauteuil; 4. dans un verre de cognac.
92. Vingt jeunes gens ont quarante: 1. doigts; 2. cheveux; 3. nez; 4. jambes.
93. Il gémissait: 1. pour indiquer son bonheur; 2. de douleur; 3. à cause de la bonne nouvelle; 4. pour exercer les pieds.
94. Pour vivre on doit: 1. boire; 2. faire cette sorte de chose; 3. brandir un revolver; 4. préparer deux potions.
95. Si vous souffrez prodigieusement, le docteur vous donnera quelque chose pour vous: 1. noyer; 2. tuer; 3. endormir; 4. blesser.
96. Dans l'hôpital il y a plusieurs: 1. blessés; 2. vendeurs de cognac; 3. poissons d'avril; 4. points d'interrogation.
97. Il parle poliment, parce qu'il: 1. ne sait pas mieux; 2. est bien élevé; 3. méprise la politesse; 4. ne peut pas parler.
- (à suivre)

**MEET YOUR FRIENDS AT THE O.M.L.T.A.
EASTER CONVENTION,
MONDAY AND TUESDAY, APRIL 3 AND 4, 1961**

REVIEW EXERCISES FOR GRADE XIII FRENCH

By DORA STOCK

The Department of Education has announced that the vocabulary to be used in the sentences on the French Composition examination in June is to be drawn from the prescribed Authors text and from vocabulary of common daily occurrence." (Curriculum I and S, 15-Mar. 1954). With this prescription in view, the vocabulary lists accompanying the exercises are made up of words from **Le Notaire du Havre**, each list dealing with a particular topic as indicated in the heading. Naturally, not all the words found in these lists could be used in the sentences.

A

LES AFFAIRES — BUSINESS

une affaire — business deal
de l'argent liquide — ready cash
la dépense — expenditure
une économie — saving
un héritage — legacy
le placement — investment
la rente — income
la somme — sum
le testament — will
le titre — bond, stock;
les titres — securities
dépenser — to spend
déposer chez le notaire — to deposit
with the notary
économiser — to economize, save

épargner — to save, put by money
faire des économies — to economize
faire un héritage — to come into an
inheritance, receive a legacy
joindre les deux bouts — to make ends
meet
placer de l'argent — to invest money
rapporter — to bring in, yield
toucher un chèque (la rente, les
intérêts) — to cash a cheque, to
receive the income, the interest
avantageusement — to advantage,
advantageously
à douze pour cent — at twelve per cent
sûr — sure, safe

Review Sentences

1. The Pasquiers were to receive a legacy.
2. "It must be a very complicated will," M. Pasquier said to his wife.
3. You shouldn't make such extravagant plans; perhaps we shall not get any ready cash.
4. We shall have to wait until the notary receives the official papers proving that my sisters in Peru are dead.
5. Madame Pasquier was able to collect the interest but she couldn't sell the securities.
6. Her husband wanted to spend the money at once. He wouldn't wait any longer for the letter.
7. How much can your aunt's bonds, I mean those deposited with the notary, yield us?
8. He knew where he could invest the whole sum advantageously.
9. They might have known that an investment at twelve percent could not be safe.
10. That was an unfortunate deal. Poor Madame Pasquier had to save in order to make ends meet.

B

LE BATIMENT — BUILDING

un appartement — apartment
le balcon — balcony
le cabinet de travail — study
le couloir — corridor, passage
la cuisine — kitchen

LES MEUBLES — FURNITURE

la bibliothèque — book-case,
le buffet — side-board
le canapé — sofa
la commode — chest of drawers
le fauteuil — armchair

un édifice — large building
 un escalier — staircase
 un étage — storey, floor
 le locataire — tenant
 le logement — lodging (s)
 la marche — step
 le palier — landing
 la pièce — room
 le propriétaire — landlord
 la salle à manger — dining-room
 le salon — living-room
 le toit — roof
 le vestibule — entrance hall

le lit — bed
 le meuble — piece of furniture
 le secrétaire — writing desk
 déménager — to move
 louer — to rent
 meubler (garnir) — to furnish
 payer son terme — to pay one's quarter

Review Sentences

1. This room is quite small, only ten feet by eight. It will serve as (de) a study.
2. The dining-room is the largest room in the apartment. It is eighteen feet long and twelve feet wide.
3. Our kitchen is just as long as this one but two feet narrower.
4. The living-room opens on a balcony from which we have a fine view over the city.
5. Since our new lodgings are at the very top of the building, we shall have a long staircase to climb — about a hundred steps, I believe.
6. Mother was all out of breath (essoufflée) when she reached the landing on the fifth floor.
7. She spoke regretfully (with regret) of all the family treasures which she has had to sell at auction, especially of her aunt's writing-desk.
8. But there was enough furniture left to furnish the four rooms which she had rented: two large wooden beds, a handsome chest of drawers, a side-board, several comfortable armchairs, a sofa, and among all these treasures, a piano!
9. Father was already arranging his books in the book-case. He had thousands of precious volumes.
10. We were told that the landlord has asked the tenant in the next apartment to move because he could not pay his quarter's rent.

C

LES VETEMENTS — CLOTHING

la casquette — cap
 le chapeau haut de forme — top hat
 le chapeau melon — bowler
 la chemise — shirt
 la chaussure — footwear
 la chaussette — sock
 le col de fourrure — fur collar
 le complet — suit
 la cravate — tie
 le gant — glove
 le gilet — vest
 l'habit — coat, les habits — clothes
 la jupe — skirt
 le linge — personal linen, underwear
 le maillot — jersey
 le manteau — (top) coat

la robe — dress
 le soulier — shoe
 le tablier — apron
 la veste — jacket, coat
 le vêtement — article of clothing
 se déshabiller — to undress
 enlever — to take off
 essayer — to try on
 s'habiller (de) — to dress (in)
 mettre — to put on
 ôter — to take off
 porter — to wear
 raccommoder (un vêtement) — to mend
 repriser (une chaussette) — to mend
 or to darn (a sock)
 se vêtir (de) — to dress (in)
 chic — smart

le pantalon — pair of trousers, pants	élégant — fashionable, smart
la pantoufle — slipper	à la mode — in style
le pardessus — overcoat	

Review Sentences

1. Each of us was to have something new — good wool socks and a pair of new shoes at least.
2. Joseph has been asking for a new suit for some time, so Madame Pasquier has finally made him one.
3. Look at him! I have never seen anyone more pleased. That is his first pair of long trousers.
4. She felt something hard in her apron pocket. Could it be the buttons she had wanted to sew on Lawrence's shirt?
5. Madame Pasquier had been sewing for several hours. She was making a black dress for herself.
6. In those days people (on) always wore mourning clothes when some member of the family died.
7. Has anyone seen Father's overcoat, the one with the fur collar? He has been looking for it everywhere.
8. We had dressed carefully. I had put on my prettiest dress and my smartest hat. Paul was wearing his best suit.
9. Have you no cheaper ties? Here are a few, Madame, which are being sold at a reduced price (vendre au rabais).
10. If you took off your coat I would mend the hole at the elbow.

D

INSTRUCTIONS ET EMPLOIS

un emploi — job, employment	bête — stupid
un employé — employee	déçu — disappointed
l'instruction (f.) — education	instruit — educated
le moyen — means, way	loyal — loyal, faithful
les moyens — means, money	mémorable — memorable
le patron — employer, boss	obstiné (résolu) — determined
le savant — scholar	apprendre — to learn
s'instruire — to educate oneself, to get an education	
suivre des cours — to take courses, lectures	
faire des progrès — to make progress	
interrompre (arrêter) ses études — to interrupt one's studies; to leave school	
entrer dans le commerce (les affaires) — to go into business	
gagner de l'argent — to earn money	
prendre un emploi — to get a job	
coûter cher — to be expensive, to cost a great deal	
avoir les moyens — to have the means	

Review Sentences

1. How disappointed our father was! Joseph wanted to leave school and go into business.
2. That was perhaps the most important decision in his life.
3. The boy was no more stupid than anybody else. (un autre)
4. "Why," he explained, "it would take me (il me faudrait) more than eight years to complete my education."
5. What a lot of money I could earn in that time!
6. Moreover, we haven't the means. Books, clothes, everything is becoming more and more expensive.
7. "What a poor reason!" retorted (répliquer) Father. "There is always a way if one really wants to (avoir envie de) get an education."

8. It is much more difficult than you think to earn one's living nowadays without a good education."
 9. The more father scolded the more determined Joseph was.
 10. It was a most memorable evening.
- B. 1. What a scholar! 2. He is one of the best informed men I know. 3. How interesting this lesson has been! 4. I am finding the problems less and less difficult. 5. What progress we have made! 6. What a lot of courses you have taken! 7. He has found a most interesting job. 8. The more generous the employer is, the more loyal his employees will be.

E

SENTIMENTS, EMOTIONS ET GESTES

Substantifs

- | | |
|-------------------------------------|-------------------------------|
| 1. l'amitié (f.) — friendship | 10. la gaieté — gaiety |
| 2. l'amour (m.) — love | 11. la haine — hatred |
| 3. l'angoisse (f.) — anguish | 12. la joie — joy |
| 4. le bonheur — happiness | 13. le mépris — scorn |
| 5. la confiance — confidence, trust | 14. l'orgueil (m.) — pride |
| 6. le dégoût — disgust | 15. la pitié — pity |
| 7. la douleur — suffering, pain | 16. le plaisir — pleasure |
| 8. l'épouvante (f.) — terror | 17. le souci — care, worry |
| 9. la frayeur — fear, fright | 18. la tendresse — tenderness |
| | 19. la tristesse — sadness |

Verbes

- | | |
|---------------------------------------|---|
| 1. s'emporter — to lose one's temper | 7. pleurer — to weep |
| 2. se fâcher — to get angry | 8. pousser un soupir — to heave a sigh |
| 3. gémir — to groan, to moan | 9. rire (jusqu'aux larmes) — to laugh till the tears come |
| 4. se mettre en colère — to get angry | 10. sangloter — to sob |
| 5. plaindre — to pity | 11. soupirer — to sigh |
| 6. se plaindre — to complain | 12. sourire — to smile |

Des Gestes Ordinaires

1. caresser d'un geste élégant — to stroke with an elegant gesture
2. croiser les bras (les jambes) — to cross one's arms (legs)
3. faire un geste de la main — to make a gesture with the hand
4. fermer l'oeil à demi (à moitié) — to half close an eye
5. frapper du pied — to stamp one's foot
6. froncer les sourcils — to knit one's brows, frown
7. hausser les épaules — to shrug one's shoulder
8. hocher la tête — to shake one's head, to nod
9. se redresser (de toute sa taille) — to draw oneself up (to one's full height)
10. remuer les lèvres — to move one's lips
11. secouer la tête — to shake one's head
12. tendre la main — to hold out one's hand

Adjectifs et autres expressions

- | | |
|------------------------------------|--|
| 1. embarrassé — embarrassed | — in good (bad) humour |
| 2. ému — moved | 8. d'une main tremblante — with a trembling hand |
| 3. fier — proud | 9. d'une voix joyeuse — in a joyous voice |
| 4. gêné — embarrassed, ill at ease | 10. d'un geste large — with a sweeping gesture, |
| 5. orgueilleux — haughty | |
| 6. soucieux — worried | |
| 7. de bonne (mauvaise) humeur | |

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... in this natural French setting



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Courses in language and literature offered at two levels (intermediate and advanced), are combined with intensive training in spoken French for Teachers, Graduates, College Students and Professionals.

Long-established (1904), residential, co-educational school with high standards.

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Tuition: \$150.00

Registration Fee: \$25.00

Board and Residence: \$180.00 (All Canadian Funds)

Professor A. Rigault,

Write today for prospectus to: **Director, French Summer School,
McGill University, Montreal, Canada.**

Review Sentences

1. Father shrugged his shoulders and said ironically, "When we hear from Le Havre!"
2. With a trembling hand she took the letter from the table and unfolded it.
3. Laurent and Désiré had not known each other very long but they trusted each other completely. (se confier à)
4. One morning at the end of his recitation in the arithmetic class poor Désiré said in his sad voice, "I shall have only two left."
5. "I have paid for my seat. 'I shall leave when I please'," shouted my father, drawing himself up proudly.
6. In five minutes the fit of anger was over. Then stroking his handsome moustache with an elegant gesture, he began to talk of other things.
7. He was decidedly good humoured and promised that he would take us to the theatre in the evening if we could finish our homework before dinner.
8. "It is getting more and more difficult to make ends meet," sighed Mother. "I am afraid that we shall have to take a boarder."
9. Papa frowned. "What a foolish idea! It is impossible. Where do you expect me to do my work?"
10. This last remark of my aunt's made her laugh till the tears came. She was in fact gayer that evening than I had seen her for some time.

ITEMS OF INTEREST



*Middlesex College, the beautiful new Arts building
of the University of Western Ontario.*

THE O.M.L.T.A. FALL CONFERENCE, MIDDLESEX COLLEGE, UNIVERSITY OF WESTERN ONTARIO, LONDON

On Saturday, November 5, at Middlesex College, University of Western Ontario, the Ontario Modern Language Teachers' Association held its annual Fall Conference. The attendance at this conference was the largest since the Fall Conferences were inaugurated. Over three hundred were present for the meeting proper and more than two hundred sat down to lunch.

The Conference was organized by Dr. R. W. Torrens, Head of the Department of Romance Languages at University College, University of Western Ontario, and his able committee, consisting of Miss Margaret Fallona, Miss Antoinette Gilles, Professor T. J. Casaubon and Mr. Albert Bartley.

Since the president of the O.M.L.T.A., Mr. M. Sniderman, was absent through illness, Dr. Torrens presided in his place, and Dr. Trethewey, the vice-president, expressed the thanks of the Association to the President of the University of Western Ontario and the Principal of Middlesex College.

Before the meeting began (very late, we fear, due to the unprecedented number of registrations), tea and coffee were served in the cafeteria of Middlesex College. The weather, far from kind, made this hospitality all the more appreciated.

After a most cordial welcome by Principal G. E. Hall of Middlesex College, the meeting proceeded to the business of the day.

Professor T. J. Casaubon, of the University of Western Ontario, who just last summer left the ranks of the Secondary School teachers, gave a very fine

demonstration lesson in Grade XI French Authors. The amusing little story from "Comme il vous Plaira", "La Tragique Aventure du Mousse Tonique", was the text used. Professor Casaubon displayed great skill in teaching his class, the more so since this was a class entirely unfamiliar to him. In this connection, a great deal of reflected glory should go to Miss Antoinette Gilles. It was her students who made up the class and who displayed the excellent training they had already had from her.

Inspector Steinhauer, the next speaker, in his address, "The Forward Look in Modern Language Instruction", dealt mostly with the uses and limitations of a language laboratory, referring especially to the new laboratory at Northern Secondary School, which he had just visited. We were only sorry that due to the pressure of time, he was not able to tell us more about the objective tests and the experiments with the dictation records. At least we did learn that objective testing would be continued, though not to the exclusion of the other types of questions and that the experimental aural tests would be held in January.

Miss Betty McIntosh of St. George's School, London, outlined the new Teachers' Course being given at Trois Pistoles. This course is designed especially for teachers who are required to teach French in Grades Seven and Eight, or even in the lower grades in the Public or Junior High Schools.

Professor Parsons of University College kept the audience well entertained with his stories of the difficulties encountered in the first year of the St. Pierre-Miquelon experiment. In spite of the breakdown of the ferry boat and various minor accidents, we judge that the course turned out to be a most successful one.

The highlight of the Conference was the address of the well-known French writer, Claude Aveline, who kept his audience enthralled with stories on the topic, "Comment j'invente mes personnages". Monsieur Aveline is so alert to possible situations and names for his plots and characters that the smallest incidents may lead to a trend of thought that will produce a new character or a new "intrigue".

During the delicious luncheon served in the cafeteria of Middlesex College, the London Singers, directed by Professor George Black of Huron College, delighted the members with several songs, some of them in French. (We trust that the singers have recovered from being starved until well after 2 p.m.).

It was the great pleasure of the O.M.L.T.A. to have as its guest, the new French Consul, Monsieur Guy Scalabre, who spoke briefly during the luncheon. The members greatly appreciated his coming, especially as he had had to leave Toronto at 6 a.m. to drive to London.

Before and after the meeting, those present had an opportunity of visiting the language laboratory of Middlesex College and seeing the very fine display of text books provided by the various publishers.

MADELINE LAKE,
Secretary, O.M.L.T.A.

1960 RESOLUTIONS

presented to the Department of Education for Ontario by
The Ontario Modern Language Teachers' Association

1. Resolved: that the OMLTA request the Ontario Department of Education to send a letter to all Secondary School principals and Boards of Education,

urging them to give financial assistance to those Modern Language Departments wishing to purchase equipment for a classroom language laboratory.

Reply No. 1. This request will be given consideration and will be referred to the Minister. It is considered that tape recorders and associated equipment provide assistance in the classroom and the whole subject of electronics with regard to the school could be given study. At present a grant is paid on expenses of this sort classed along with equipment in other school rooms, but so far no grant has been devised for modern language equipment as such, except where it would be general equipment in the school.

2. Whereas French is now being taught in a number of Elementary and Junior High Schools in the Province of Ontario, be it resolved, that the OMLTA request the Ontario Department of Education to authorize the study of French in Grades VII and VIII and to outline a course of study for these Grades.

Reply No. 2: The problem in connection with this resolution is, where are we going to get the teachers? There is a shortage of qualified bilingual teachers and those trained in the college at Ottawa are qualified to teach only in bilingual schools. Other schools have hired them but they can teach only on a permit in other than a bilingual school.

Certain schools have been given permission to introduce French in elementary grades as an experiment. If French is introduced as a complete subject where are you going to get the time for it — lengthen the hours or dispense with some other subject — industrial arts, music, English? This creates a major problem.

A new course is being introduced at the University of Ottawa, French language and literature, and graduates will come to O.C.E. for type "A" certification. We are conscious of this problem and a great deal of study is being given to it, but we repeat, what subject will be dropped if French is introduced in the elementary schools? Representative: Forest Hill Collegiate has appointed one teacher and has put him as head of department to correlate experimental teaching of French in elementary and junior high with type of French taught in the collegiate.

3. Resolved, that the OMLTA request the Ontario Department of Education to require all candidates writing the Upper School Examination in French to undergo an oral test, administered by examiners appointed by the Ontario Department of Education.

Reply No. 3: This is being done in England, using university lecturers, but it is not practised here as yet. We have been unable to get the necessary personnel and the money to pay them. At present we feel it is not possible to implement this request, but we suggest that you keep bringing the resolution to us.

We think some approach may be made to the universities that they conduct their classes in French more than they do. It has to work from both ends, not only from the schools but at the university level, and it is doubtful whether all classes at all universities are conducted in French.

We will make a note of this and will discuss it with the heads of the universities when we meet with the curriculum board of the universities.

4. The Executive of the Ontario Modern Language Teachers' Association recommends that the Department of Education consider the accrediting of Modern Language Teachers with respect to their efficiency in the spoken language and that a certificate be issued on the completion of such require-

ments; that the Dept. of Education be urged to provide courses for this purpose and recognize those already in existence.

Reply No. 4: We feel we are too short of staff to implement this request. It is considered that sufficient fluency could not be obtained in a summer course and that there would be objection to giving a certificate for this.

A MODERN LANGUAGE COUNCIL FOR ALBERTA

The Modern Language Council of The Alberta Teachers' Association was organized on Saturday, October 29, 1960 in Edmonton under the direction of the provisional executive appointed by the Executive Council.

The objects of the council are to improve instruction in modern language by increasing members' knowledge and understanding of the language and by seeking to implement proposals for improving techniques and curriculum.

It is proposed that a first annual conference of the Modern Language Council will be a two-day session to be held in Edmonton during Easter Week (on Thursday and Friday, April 6 and 7, 1961). — The ATA Magazine.

THE O.M.L.T.A. EASTER CONVENTION

To enable O.M.L.T.A. members to get away earlier for their much needed vacation, the O.M.L.T.A. Easter Convention will be held a day earlier this year, that is on **Monday and Tuesday, April 3 and 4**. (See programme on page 48).

FRENCH IN THE ELEMENTARY SCHOOLS

At the annual meeting of the Ontario Educational Research Council held at the Royal York Hotel in Toronto on December 9 and 10, 1960, reports were received on the teaching of French in the Elementary Schools. We are looking forward to publishing a summary of the findings of the Council in the March number of the **Review**.

FRENCH VERB DRILL

The Book Society of Canada, Agincourt, Ontario, has published a series of four French Verb Drill Exercises "designed to help the English-speaking student beginning French to become competent in the use of the types and forms of verbs found in his course. It provides ample drill in just that part of French usage which proves most troublesome to students of the language."

PUSH-BUTTON CONTROL IN THE LANGUAGE LAB

The push-button era has moved into the foreign language field with a new development just added to the electronic equipment in Middlebury College's language laboratory. The new device is a three-part table with two tape recorders. Through an ingenious wiring system, a student can record, and then play back, perfectly accented phrases and sentences from a master tape, each followed by his own rendition of the same material. Simply by pushing a button he can control pauses of any length for practice of difficult spots. Push-button control means a minimum of distraction for the student using the device. The table is designed for use in a small, soundproofed room. It is a system for individual work. This differs from ordinary classroom laboratories which contain numerous booths to be used in group sessions, with an instructor directing or operating a master tape. With the new type of laboratory installation, each lesson is introduced in the classroom. Then, with a master tape, the student listens and practices himself, as a music student works in a small room in a

music studio. With the development of the studio-type practice room, and the new tape-recorder hook-up, Middlebury College is again pioneering with a mechanical aid for learning foreign languages.

DENT'S MODERN LANGUAGE TESTS

The Ford-Hicks French Grammar Completion Tests have again been made available to teachers of Modern Languages. Forms A, B, C and D, each of which contains 100 different items, cover most, if not all, of the grammatical points of the High School course in French. These thorough-going objective tests can be administered advantageously at the end of the Grade XII course and again in Grade XIII to test the level of attainment of the pupils and to compare the progress of different groups covering the same course. They can also be used to compare the work of a school or larger educational unit with the general average as indicated by the norms in Table II. These tests may be obtained from J. M. Dent & Sons, 100 Scarsdale Road, Don Mills, Ontario. (See advertisement on page 64).

THE SEVENTY-FIFTH ANNUAL MEETING OF THE M.L.A.

At the 75th Annual Meeting of the Modern Language Association which was held in Philadelphia on December 27-29, 1960, many of the vital problems of Modern Language teaching were discussed. Our associate editor, Prof. Eugène Joliat of University College, U. of T., an authority on language laboratories, was in charge of one of the seminars.

THE MODERN LANGUAGE COUNCIL OF THE A.T.A.

"The Modern Language Council of The Alberta Teachers' Association was organized on Saturday, October 29, 1960, in Edmonton under the direction of the provisional executive appointed by the Executive Council. The objects of the council are to improve instruction in modern language by increasing members' knowledge and understanding of the language and by seeking to implement proposals for improving techniques and curriculum." — **A.T.A. Magazine.**

THE OXFORD RAPID-READING FRENCH SERIES

Because of the widespread popularity of these Rapid-Readers, many of our readers will be interested in the slight price adjustment, which is the first in seven years although production costs have been increasing throughout that period. Effective January 1, 1961, these popular supplementary books for Grades XI, XII and XIII will sell for 40c, less educational discount of 20%. For further information, you may contact the Oxford University Press, 480 University Ave., Toronto. (See advertisement on page 71).

TEACHING RUSSIAN BY TELEVISION

Teaching by television is getting a big boost from the course they're teaching now on the CBC-University of Toronto program called Live and Learn. The subject is Russian, and it's being taught on TV for the first time in Canada. The Live and Learn course is also the first time students can get university credits for TV lessons — though to pass the U of T's Russian 1A they have to supplement the program with seminars. After the first pair of 48 two-a-week lessons, the university sold 400 copies of the course text and 105 people phoned the CBC in one day to comment favorably.

EASTER O.M.L.T.A. 1961 CONVENTION

Sir Daniel Wilson Residence, 73 St. George St., Toronto

MONDAY, APRIL 3

9.30-10.15: General Business

Reports of Committees:

- (a) The Canadian Modern Language Review - P. K. Hamblly
- (b) Trends in Audio-Visual Aids - M. Lafratta
- (c) French in the Elementary Schools - Lottie Hammond
- (d) Encouragement of Outside Reading - Maude Standing
- (e) Basic Vocabulary - D. Elder
- (f) U.S. Prescriptions - Madeline Lake

10.15-10.30: President's Remarks - M. Sniderman

**10.30-11.15: "La Poésie française de Baudelaire" - Rev. L. J. Bondy,
St. Michael's College, Toronto**

11.15-11.20: Intermission

**11.20-12.00: Grade XII French Authors Lesson - taught by Kay Liddy,
North Toronto C. I.**

**12.00-12.15: Luncheon - Gold Room, Park Plaza Hotel, Bloor and
Avenue Rd.
Speaker: Mrs. F. M. Hodgson, Head of M. L. Dept., Institute
of Education, University of London, England.
Subject: "The Oral Examination in England".**

TUESDAY, APRIL 4

9.00-10.15: German and Spanish Sub-sections

German - Dr. Karl Denner, chairman

"Psychologisch-Ideologische Situation der deutschen Jugend
nach 1945 und die europäische Integration — Michael
Strobel, Director of the Mental Health Association in To-
ronto.

Spanish - Prof. H. N. Hilborn, chairman

"La Situación Social y Económica de Médico" - Señor
Daniel Mancha Macías, Mexican Consul in Toronto.

**10.15-11.00: "The Language Laboratory at Northern Secondary School" -
Donald Nobbs — Demonstration and Discussion of Visual
Aids.**

**11.00-12.00: Demonstration Lesson of Beginners' French - Mrs. F. M.
Hodgson, London, England.**

**12.00- : Unfinished Business — Resolutions — Report of Nominat-
ing Committee.**

W. H. TRETHEWEY,

Chairman of Programme Committee

MATERIAL FOR EXAMINATIONS

Assembled by Miss Doris Schissler, Earl Haig C.I., North York

GRADE IX

FRENCH

MARCH, 1961

(Le Français Vivant: 1-10 — Time 1½ hours)

1. Ecrivez en toutes lettres: 2, 12, 15, 21, 30.
2. Donnez le féminin de:
 1. un monsieur anglais
 2. leur grand ami
 3. quel homme aimable
 4. un enfant canadien
 5. un garçon gâté
3. Mettez au pluriel:
 1. Un monsieur est ici.
 2. Mon ami a un couteau
 3. Je donne une cuiller à l'élève.
 4. Fait-il son devoir?
 5. Ne désires-tu pas l'armoire?
4. Donnez le contraire de: sur; à droite; en retard; grand; noir.
5. Ecrivez un paragraphe de 5 ou 6 phrases sur le sujet: **Ma chambre à coucher.**
6. Répondez en français aux questions suivantes:
 1. Dans quelle class êtes-vous?
 2. Qu'est-ce que c'est que Paris?
 3. Que fait le chien quand il désire quelque chose?
 4. Où faites-vous vos devoirs?
 5. Que faites-vous après dîner?
7. Ecrivez la première strophe de **AU CLAIR DE LA LUNE.**
8. Remplacez le tiret par le pronom correct:
 1. Où est l'encre? est ici.
 2. Le père et la fille arrivent. sont en retard.
 3. Aimez-vous le lait? Oui, est bon.
 4. Catherine et sa mère ne sont pas à la maison. rentrent bientôt.
 5. Qu'est-ce que c'est? est une photo de son père.
9. Traduisez en français:
 1. Her aunt is staying to help the children at our home.
 2. Why are they not doing their lessons? Don't they like French?
 3. We always have our science books on Mondays, don't we?
 4. How many rooms has the house? Is there a pretty garden?
 5. She gives milk to the cats, biscuits to the three dogs.
 6. We are eating veal tonight. Here is a knife and fork.
 7. Her father has a red car and her mother a little English car.
 8. There are eight of us. We want some soup and bread.
 9. Give the magazines to the girls, please. You are very kind.
10. Catherine est dans sa chambre. Elle fait ses devoirs pour vendredi. Elle travaille bien. C'est une bonne élève. Les garçons travaillent aussi, Michel dans sa chambre, Paul et Philippe dans la salle à manger. Mme Duval n'est pas la maison, mais elle rentre bientôt.

Répondez en français aux questions suivantes:

 1. Où travaille Catherine?
 2. Combien de frères a-t-elle?
 3. Que fait Michel?
 4. Où sont les deux jeunes frères?
 5. Comment s'appelle le père de Catherine?
11. Arrange the following words in two columns under the symbols [e] and [ɛ] according to the pronunciation of the underlined letters: Québec, dîner, vain, imité, système.

12. Which of the symbols [u] or [w], represents the sounds of the letters **ou** in the following words? Arrange the words in two columns under the appropriate symbol.
couleur, ouate, boulevard, double, silhouette.
13. Each of the following words contains one of the sounds represented by [y, u, oe]. Write the proper symbol beside the word and underline the letters so pronounced.
cube, docteur, douze, résumé, fleuriste.
14. Which of the symbols [e, ç, æ] represents the sounds of the letter or letters underlined in the following words. Arrange the words in three columns under the appropriate symbol.
alphabet, chaise, chez, devant, gâté.
15. Arrange the following words in four columns under the sounds [in, an, on, un]: plancher, insiste, oncle, terrain, commun.
16. Divisez en syllabes:
intense, uniforme, candidat, rempart, innocent.
17. Indiquez les liaisons:
Les élèves et un professeur sont devant un tableau noir. Vous êtes le frère de son ami.

Evaluation: 5 plus 5 plus 10 plus 5 plus 10 plus 10 plus 5 plus 5 plus 45 plus 5 plus 5 plus 5 plus 5 plus 5 plus 5 plus 5 = 140 plus 50 (Term) plus 20 (Dictée) plus 40 (Oral) = $250 \times 4 : 10 = 100$.

GRADE X

FRENCH

MARCH, 1961

(Le Français Vivant, 1-28 — Time 1½ hours)

1. Ecrivez les trois formes de l'impératif des verbes suivants:
se cacher, finir, vendre, avoir, être.
2. Remplacez les mots soulignés par un pronom en faisant tous les changements nécessaires:
1. Apporte **le sac**; 2. Je prends **le panier**. 3. Nous achetons **la viande**. 4. Le professeur lit **l'histoire** à **ses élèves**. 5. Ne donnez pas **les livres** au garçon.
6. Elle a mangé **la confiture**. 7. Il va donner **l'encre** à **sa mère**.
3. Ecrivez cinq proverbes français.
4. Ecrivez les adverbes qui correspondent aux adjectifs suivants:
bon, heureux, premier, doux, nouveau.
5. Divisez en syllabes:
campagne, mathématiques, admirer, professeur, tableau.
6. Ecrivez le contraire des mots suivants: sortir, premier, partir, étroit, rien.
7. Ecrivez des définitions comme l'exemple:
Exemple: Un marchand est un homme qui achète et vend.
1. un coiffeur; 2. un boulanger; 3. un voleur; 4. un boucher; 5. un élève.
8. Ecrivez en toutes lettres: 1492; 1873; 1767; 1918; 1671.
9. Rayez (strike out) toutes les consonnes muettes: Exemple: je réponds
1. tous les printemps; 2. beaucoup de petits lots; 3. vingt-deux marchands;
4. quatre-vingt-un; 5. toutes ces personnes.
10. Répondez en français aux questions suivantes:
1. Nommez les mois de l'année; 2. Nommez les jours de la semaine; 3. En quelle saison pleut-il beaucoup? 4. Quand faites-vous vos devoirs? 5. Comment avez-vous passé la fin de semaine? 6. Quelle personne célèbre est morte

- à Rouen? 7. Comment venez-vous à l'école? 8. Quand êtes-vous né? 9. Où mangez-vous le petit déjeuner? 10. Que faites-vous après la classe?
11. Mettez la forme correcte de l'adjectif 'ce' avec les noms suivants:
achat, chose, voisins, amie, amies.
 12. Indiquez les liaisons:
Vous avez dix ans. Vous habitez chez des amis intéressants. Vous mangez des haricots verts.
 13. Traduisez en français:
 1. Mrs. Duval did her shopping this morning. Did her daughter accompany her? Why yes.
 2. Why isn't my breakfast ready? I am busy preparing it now. Hurry!
 3. Let's steal some strawberry jam. Don't hide it in the box. Don't be stupid!
 4. She went up and when she came down she saw the pistol under the bed.
 5. Didn't you sleep well? Yes indeed! I am going to study better today.
 6. The lawyer bought a larger house. His sister sold it to him.
 7. Telephone your parents and say to them that you are spending the night here.
 8. The postman has arrived. He left some letters. Have you looked at them?
 9. I believe he is sending the message to you by air-mail.
 10. In March his team lost three games, and he said nothing.

Evaluation: 5 plus 10 plus 5 plus 5 plus 5 plus 5 plus 15 plus 5 plus 5 plus 20 plus 5 plus 5 plus 50 = 140 plus 50 (Term) plus 20 (Dictée) plus 40 (Oral) = $250 \times 4 : 10 = 100$.

GRADE XI

FRENCH

MARCH, 1961

(Cours Moyen Pt. I; Lessons 1-10; Rions ensemble) — Time 2½ hrs.

1. Répondez en français par une phrase complète:
 1. Nommez **deux** provinces maritimes du Canada.
 2. Quelles personnes ne peuvent pas entrer dans les cinémas de Montréal?
 3. Quand donne-t-on une potion à quelqu'un?
 4. Quelles sont deux choses intéressantes à voir à Ottawa?
 5. Qu'est-ce que c'est qu'un directeur?
2. Ecrivez les verbes suivants au temps et à la personne indiqués:
 1. présent de l'indicatif — il (jeter)
 2. futur — tu (espérer)
 3. impératif (singulier, familier) — (savoir)
 4. plus-que-parfait — ils (recevoir)
 5. futur antérieur — je (prendre)
 6. imparfait — nous (étudier)
 7. passé défini — vous (venir)
 8. présent de l'indicatif — ils (boire)
 9. futur — il (envoyer)
 10. passé indéfini — vous (courir)
 11. imparfait — ils (connaître)
 12. passé défini — ils (nettoyer)
 13. présent de l'indicatif — elle (offrir)
 14. conditionnel — ils (tenir)
 15. imparfait — tu (conduire)

3. Remplacez les mots soulignés par les pronoms convenables:
 1. J'ai porté **les étoffes au tailleur**.
 2. Donne **de la confiture** à Jean.
 3. Va-t-elle montrer **les photos à Marie**?
 4. L'eau est **dans le verre**.
 5. Va **à l'église**.
 6. Il a acheté beaucoup **de robes pour ma nièce**.
4. Donnez les adverbes qui correspondent aux adjectifs suivants:
poli, bon, impérieux, lent, patient.
5. (a) Ecrivez un synonyme pour: le docteur, lorsque, actuellement, la bonne, une machine.
(b) Ecrivez le contraire de: mince, lourdement, sale, avant-hier, mourir.
6. Traduisez en français:

1. He promises to see me.	6. Do it yourselves.
2. He can do it.	7. In the meantime stay here.
3. The river is right below.	8. In return, I shall give you this.
4. He spoke constantly.	9. She is short-sighted.
5. I am glad to be back.	10. Her dress was covered with snow.
7. Remplacez les tirets, s'il y a lieu, par un mot convenable. Ne copiez pas toute la phrase.
 1. Il va envoyer la lettre mardi en huit.
 2. Il regarde une maison l'autre côté de la rue.
 3. Il s'est approché l'homme.
 4. Il refuse m'aider.
 5. Elle a assez d'argent dépenser.
 6. Il court chercher le docteur.
 7. Etes-vous content votre nouvelle auto?
 8. Il a pris la craie sa poche.
 9. Il persiste m'accompagner.
 10. Avant transcrire les lettres, appelez-moi.
8. Complétez les phrases suivantes par la forme négative entre parenthèses, en faisant tous les changements nécessaires:
 1. (nul) J'ai une question à poser.
 2. (nulle part) Je l'ai trouvé ici.
 3. (que) Il a fait deux complets.
 4. (rien) Quelque chose est tombé.
 5. (ni...ni) J'ai des livres et des crayons.
9. Traduisez en français:
 1. Will he not put them to sleep in a few minutes? Yes, but don't give me any.
 2. Let's not leave the most intelligent crook in the town with him in any case.
 3. Had he just threatened the old man with his revolver? Did he chase after you?
 4. Where is the letter I received? I shall read it after you have gone.
 5. In my opinion, the illuminated cross in Montreal has as many visitors as the Eiffel Tower.
 6. Unfortunately, the manager of the factory invited me and my friend to have lunch.
 7. I shall not have enough money for I have too many purchases to make.

8. (informal) Answer the question quickly. We shall prevent the first team from winning.
9. No one ever goes there any more. No man is more stupid than he.
10. I have been watching him for several hours. Do you know the gentleman?
11. These stories are much more interesting than the others we studied.
10. 1. (a) Quel mots de la femme du bûcheron ont fait peur à Louis?
(b) Quand a-t-il vraiment compris ces mots?
2. Qu'est-ce qui montre que la Suisse est favorable aux Alliés?
3. Quel était le jugement du fou? (Soyez précis.)
4. Que faisaient les hommes que Michel a regardés par sa fenêtre?
Donnez une réponse générale.
5. **Ne répondez qu'à une des deux questions qui suivent:**
 - (a) Quel est le titre d'une histoire dans laquelle un soldat commet un crime?
 - (b) Quel est le crime et où l'a-t-on commis?
 - (c) Quelle est la punition du crime?

OU

- (a) Quel est le titre d'une histoire dans laquelle on commet un crime contre le propriétaire d'une auto?
- (b) Quel est le crime?
4. Pourquoi s'était-il mis sur pied sans le dire à sa petite-fille?
5. Qu'est-ce qui lui a prouvé que c'était une victoire prussienne? (deux choses)
11. Ecrivez les équivalents des expressions suivantes:
 1. prononcer avec difficulté; 2. soupçonner; 3. le lieu où l'on fait le feu; 4. l'estomac
12. Donnez un mot de la même famille que: 1. l'effort; 2. l'aveu; 3. acheter.
13. Définissez: une mansarde, un sourd-muet
14. **Lecture à vue**

Lisez le passage suivant, puis répondez en français aux questions qui le suivent:

Le chien avait écouté tout ce dialogue avec une telle attention que l'on eût dit vraiment qu'il en comprenait le sens. Il monta lentement derrière la bonne; mais à peine eut-elle ouvert la porte, qu'il se précipita dans la chambre. Il vit son maître, bondit vers le lit, et tomba sur la poitrine du dormeur. Jamais, on peut le dire, homme ne fut recueilli plus brusquement.

Le capitaine poussa un léger cri, avant même d'ouvrir les yeux, et le chien, qui craignait sans doute de lui avoir fait du mal, redescendit du lit aussi vite qu'il y était monté. Son maître, complètement réveillé, regarda autour de lui, et voyant dans sa chambre celui qu'il croyait à l'autre bout du monde, il se demanda s'il ne dormait pas encore.

1. Qu'est-ce que le chien a l'air de comprendre?
2. Qui suit-il en montant l'escalier?
3. Où trouve-t-il son maître?
4. Pourquoi le capitaine pousse-t-il un cri?

5. Pourquoi l'homme ne peut-il pas croire que c'est son chien?
6. Ecrivez le contraire de "Il monta".

Evaluation: 10 plus 15 plus 30 plus 10 plus 5 plus 10 plus 3 plus 3 plus 3 plus 3 plus 3 plus 3 plus 3 plus 3 plus 3 plus 3 plus 4 plus 3 plus 4 plus 10 = 200 plus 20 (Dictée) plus 30 (Oral) plus 50 (Term) = 300 : 3 = 100.

GRADE XII

FRENCH

MARCH, 1961

(Cours Moyen Pt. I: Lessons 13-23; Vignettes — Time 2½ hours)

1. Répondez en français aux questions suivantes:
 1. Qu'est-ce qu'on voit et entend pendant un orage électrique?
 2. Quelle est la date de la fête nationale française? canadienne? (Répondez en toutes lettres).
 3. Donnez deux raisons qu'un foulard n'est pas un bon cadeau de noce.
 4. Si la distance entre deux villes françaises est cinquante milles, calculez la distance en kilomètres et écrivez-la en lettres.
 5. Qu'est-ce qui suit les coureurs pendant le Tour de France?
2. Ecrivez les formes indiquées des verbes suivants:

1. Je (suivre — présent)	9. Je (couvrir — présent)
2. Tu (conduire — imparfait)	10. Tu (voir — futur)
3. Il (falloir — futur)	11. Il (pleuvoir — imparfait)
4. Elle (coudre — passé indéfini)	12. Nous (devenir — futur antérieur)
5. Nous (s'asseoir — plusque-parfait)	13. (Savoir — impératif) (vous)
6. Vous (vouloir—futur antérieur)	14. Ils (apparaître — présent)
7. Ils (croire — passé défini)	15. (Se dépêcher — impératif) (tu)
8. Elle (rire — conditionnel antérieur)	
3. Ecrivez les expressions suivantes en français:
 1. It is cold and windy.
 2. They are warm and sleepy.
 3. Some of the people are standing.
 4. After getting dressed, we went out.
 5. Having seen the play, I stayed at home.
 6. Here is my car; where is his?
 7. Queen Elizabeth II. (Ecrivez en toutes lettres.)
 8. They will come on Saturdays.
 9. Normandy is a beautiful province.
 10. Such an exciting event!
 11. It would be better to leave.
 12. As much material as necessary.
 13. Three fifths of a carton.
 14. Henry buys good shirts.
 15. They need food and clothing.
4. Traduisez en français les mots entre parenthèses:
 1. Dites-moi (what) il a dit.
 2. Savez-vous (what) ils ont besoin?
 3. (Which) des jeunes filles est plus jolie?
 4. (Which) chaise est plus confortable?
 5. De (what) parle-t-il?

6. (What) se passe ici?
7. (To which) des garçons avez-vous parlé?
8. (Whom) avez-vous vu hier?
9. (What) vous avez fait?
10. Voici les livres (of which) je parlais.
5. Ecrivez en toutes lettres: 1960; $\frac{1}{5}$; \$1,000,000; 375; 8%
6. Traduisez en français:
 1. On hearing the news, she ran into the manager's office and cried, "What luck! We have won!"
 2. Sister Jeanne could not buy a dozen turkeys because they were too expensive that season and she had little money. She looked sad.
 3. Would you ask the shopkeeper to send me five pounds of meat and two bottles of milk? The roads have been closed for two days.
 4. Which of the typists was promised the better position? The one with the blond hair.
 5. Each of the listeners knew the correct answer but he was not permitted to tell it to the competitors, of course.
 6. The writer told the painter that, if he wanted to be famous, he would have to do something strange. The latter did not agree.
 7. Remember this, the value of the franc varies from time to time; look for it in your daily newspaper.
 8. Prizes will be given to all those who finish this race; it is a difficult route because of the dust and the heat.
 9. These beaches, visited each summer by hundreds of tourists are flatter than ours in America.
 10. Since the wine was being paid for by the other customers, Villemot did not hesitate to drink several glasses of it before leaving.

LES AUTEURS

7. **Naissance d'un maître**
 1. Selon Blaise, il faut "faire des choses énormes" pour réussir avec la peinture. Donnez-en trois exemples.
 2. Si on demande à Douche d'expliquer sa peinture idéo-analytique, qu'est-ce qu'il va faire et dire?
8. **Les Dindes du Paradis**
 1. Comment la soeur Jeanne montre-t-elle son désespoir au commencement de l'histoire? (deux détails)
 2. Pour quelle raison avait-elle promis ce bon dîner aux élèves du couvent?
 3. Quel était le péché de jeunesse de M. Nadier et comment a-t-il fait restitution?
9. **La Perquisition**
 1. Pourquoi Julie a-t-elle dû brûler les lettres de son mari? Soyez précis.
 2. Quelle difficulté a-t-elle eue en essayant de les cacher?
 3. Comment le président a-t-il fait son examen du canapé à la fin de la perquisition? Quel en était le résultat?
10. **Le Siège de Berlin**
 1. Pourquoi le colonel avait-il subi une attaque d'apoplexie?
 2. Comment sa petite-fille le tenait-elle au courant de l'invasion imaginaire?
 3. Expliquez l'ironie de sa remarque, "Nous mangions du cheval, mon enfant."

1. Ecrivez une liste des mots nécessaires pour compléter les phrases ci-dessous. (Il n'est pas nécessaire de recopier toute la phrase)
 1. Je tiens plus à l'honneur qu'à la vie. Sortez d'ici, enfant
 2. Mon père, par exemple, ne pouvait souffrir la Le spectacle du ridicule chez les autres, le trouvait intolérant.
 3. Désiré Wasselin avait reçu, de la nature le plus grand don qu'un homme en puisse attendre: le vrai courage
 4. J'ai pensé, dit le père, à porter, pour nous permettre d'attendre la lettre du Havre, quelque chose au
 5. Maman dans la salle à manger le soir.
 6. Elle me tenait et me berçait comme on berce un nourrisson en chantant tout bas, cette complainte effrayante de la femme blessée au
 7. Je te l'ai dit souvent, Lucie, Wasselin a tous les vices et le bougre a même celui de faire de la
 8. Moi, je m'inscris pour douze mille, mon, est plus faible que le vôtre.
 9. Je l'imagine comme un monstre sans et sans
2. Répondez en français par des phrases complètes aux questions suivantes:
 1. "Ne pleure pas, maman. Puisqu'on ne l'aimait pas, ce n'est pas la peine de pleurer." (a) Qui parle (b) Qui est-ce que l'on n'aimait pas?
 2. "Je pose zéro et je retiens tout". (a) Qui parle (b) D'où vient l'argent dont il est question ici?
 3. "Ah! Bourdon de Notre Dame! Ah! Colonel!" (a) Qui parle (b) Dans quelle circonstance est-ce que cette personne emploie ces mots?
 4. Quel est le secret suprême des meubles qu'on avait hérités, selon Joseph?
 5. Quelle action de Joseph dans le premier chapitre nous montre qu'il n'aimait pas étudier?
 6. A l'époque de l'expropriation qu'est-ce que M. Wasselin a montré un jour par la fenêtre aux Pasquier pour leur faire voir que l'expropriation ne traînait pas?
 7. Pourquoi est-ce que Papa a été tellement déçu quand Joseph a refusé de continuer ses études.
 8. Qu'est-ce qui arrivait quelquefois à Cécile et à Laurent dans la nuit, ce qui les surprenait beaucoup au matin?
 9. Racontez brièvement deux événements désagréables qui sont arrivés à Laurent son premier jour à l'école rue Desprez.
 10. Donnez trois détails du testament de la tante Alphonsine.
 11. (a) De quoi le père s'est-il plaint au théâtre?
 - (b) Qu'a-t-il fait pour montrer son dégoût (un détail)
 - (c) Quelle expression la mère a-t-elle employée en voyant son mari se mettre en colère?
 12. "On a bougé? Qui est-ce qui marche, à côté? C'est toi, Joseph?"
 - (a) Qui parle? (b) Qui a bougé? (c) Que faisait cette personne qui avait bougé. (deux actions différentes)

13. Donnez les détails de l'offre de Paul Glasermann.

3. Ecrivez environ cinquante mots (en français) sur **un** des sujets suivants:

La visite de Tante Anna chez les Pasquier **ou**
La salle d'examen à l'hôpital que Laurent avait vue .

4. Lisez les passages suivants et répondez en français par une phrase complète aux questions en dessous.

(a) Cécile chantait, **jouait**, je ne sais trop, comme saisie d'inspiration. Sa main voltigeuse faisait sourdre du vieux meuble perclus des accents **célestes**. Comme elle avait l'air à son aise! Comme elle semblait dire: C'est un piano, mon piano. Je sais ce que c'est. J'ai toujours su ce que c'était..." Père, tirait sur la longue moustache, l'air ému, le bleu de ses yeux voilé, **pâlissant**. Et ce qui nous remuait le plus, c'était moins encore d'assister à la naissance de l'harmonie souveraine que de voir le moqueur, l'homme insaisissable, l'irréductible gagné par l'enchantement, tout **prêt** à demander merci. Et l'enchantement **prit fin**. Papa secoua la tête et **se remit** à sourire. Il disait "**Voyons le reste**".

1. Quand Cécile jouait du piano qu'est-ce qui étonnait le plus la famille?

2. Comment a-t-on obtenu le piano?

3. "Voyons le reste." Le reste de quoi?

4. Donnez un synonyme pour: prêt, prit fin, se remit.

5. Donnez l'antonyme de: jouait, célestes, pâlissant.

(b) Je crois bien **me rappeler** que cette perle des pensionnaires s'appelait Mlle Vermenoux ou Vermenouze et qu'elle était Auvergnate. Elle passa chez nous plus d'un mois et montra, **dès le début**, de surprenantes exigences alimentaires. Elle divisait les nourritures en deux catégories: celle des échauffantes et celle des rafraichissantes. Elle combinait les unes et les autres selon des proportions rigoureusement établies. Elle reprenait ma mère sur un grain de sel, une goutte de vinaigre, un atome de saindoux, un soupçon de farine. Ma mère souffrait en silence et supportait avec résignation les conférences diététiques de cette personne impossible. Mlle Vermenouze avait **en outre** la passion du beau parler, ce qui la conduisit, un jour, à corriger mon père en notre présence à tous: "Mais non, monsieur, mais non! Le verbe aimer, suivi d'un infinitif, demande la préposition." Mon père **se mit** à sourire, de ce sourire **féroce** qui nous jetait dans l'**épouvante**.

(1) Comment s'appelaient les autres pensionnaires?

(2) Qu'est-ce que c'est qu'un Auvergnat?

(3) Quelle a été la réponse de M. Pasquier quand Mlle Vermenoux l'avait corrigé?

(4) Donnez un synonyme pour: le début, en outre, féroce, l'épouvante

(5) Donnez l'antonyme de: se rappeler, le début, se mettre à.

5. Sight passage from a final exam paper.

6. Sight passage from a final exam paper.

Evaluation: 10 plus 3 plus 3 plus 3 plus 3 plus 3 plus 3 plus 4 plus 5 plus 5 plus 6 plus 6 plus 6 plus 6 plus 15 plus 3 plus 3 plus 3 plus 3 plus 3 plus 2 plus 2 plus 4 plus 4 plus 3 plus 12 plus 12 = 135 + 15 (Dictation) = 150 \times 2/3 = 100.

1. Ecrivez les phrases suivantes en remplaçant les **tirets** ou les **mots soulignés** par des **pronoms** convenables, avec des **prépositions**, s'il le faut. Faites tous les autres changements nécessaires.
 1. Il est arrivé sans **son amie**.
 2. Son ami et **votre ami** se connaissent.
 3. Ce jeune homme et **Henri** se connaissent depuis longtemps.
 4. C'est le jeune homme nous parlions.
 5. Vous avez vu **Henri et son ami au cinéma** hier soir, n'est-ce pas?
 6. C'est le jeune homme au père vous avez demandé **des renseignements**.
 7. Dites **votre nom** à Henri.
 8. Va **au cinéma** avec **Henri et son ami**.
 9. Les acteurs entre elle était assise sont que les journaux ont tant loués.
 10. A qui est ce chapeau? Est à vous? Non, n'est pas le mien, mais **le chapeau** de Georges.
2. Répondez en français par des phrases complètes aux questions suivantes, donnant brièvement les renseignements nécessaires:
 1. Quelles pièces, sont d'ordinaire au rez-de-chaussée? (**trois pièces**)
 2. Avant l'époque de l'électricité, quels deux moyens employait-on pour allumer une pièce?
 3. Quelles trois parties d'une auto se trouvent directement devant le chauffeur?
 4. Quelles précautions devrait-on prendre avant de traverser une rue fréquentée?
3. En vous servant de phrases complètes, donnez la définition de **six** mots choisis parmi les suivants (par exemple: Une cuisinière est une femme qui prépare les repas.)
un atelier; une veuve; le Mont-de-Piété; un pensionnaire; une goutte; le pompier; une emplette; la gourmandise; la vaisselle; le front
4. Ecrivez les formes suivantes:
 - (a) au **passé défini** avec le sujet "ils":
 1. apparaître; 2. payer; 3. prendre
 - (b) au **présent de l'indicatif** avec le sujet "je":
 1. sortir; 2. accueillir; 3. valoir
 - (c) au **futur** avec le sujet "vous":
 1. envoyer; 2. tenir; 3. se lever
 - (d) les **trois formes de l'impératif**:
 1. être; 2. s'en aller; 3. jeter
 - (e) le **participe présent**:
 1. peindre; 2. coudre; 3. rougir
5. Traduisez en français:
 1. Since it hadn't rained for a few days, I let the older children take a walk in the woods.
 2. I must have dropped it somewhere. What am I to do? I shouldn't spend any more time looking.

3. Would you kindly have him make another key? We are short of them. Are they difficult to manufacture?
4. Even if all the cups were broken, I couldn't drink hot tea out of a glass. What would you do?
5. It was I who took your white shirt out of the drawer. I was late and nobody could find a single one of mine.
6. When you go for the laundry, take these curtains and have them washed by the manager. His workers aren't careful enough.
7. We heard that they may rent a little French car after they have tried their examinations. They will be on holidays for at least a month.
8. She should have left that hotel. When she complained about the lack of sheets, she was told that she would have to do without them.
9. How long have you been waiting? Will you both stay until the janitress brings down the rest of the tenants?
6. Traduisez en français:

Although the first letter from the notary had arrived almost a year ago, the news since that time had been rare and vague. Mrs. Pasquier was tempted to laugh at her sister-in-law when the latter asked Raymond to keep her posted. Lucie was also astonished that her husband could be so naïve when it was a matter of his own family. She said: "Nothing but this visit makes me certain that we are going to get the inheritance soon. I know her: she smelled the forty thousand francs."

Apparently Laurent, the youngest son in the family, hated the Pasquiers; however, I do not believe that he detested his father. His greatest care was the fits of anger which broke out on the days when father was disappointed or had too much to study. Then father would make another crusade for good manners. His habit of making remarks, without permitting people to interrupt him, to ugly women or to men who were scratching themselves shamelessly made mother feel rather embarrassed. There were times, just the same, when father wanted even to renounce, that is, abandon his examinations. Really, mother was the stronger parent.

7. Ecrivez, sur toutes les deux lignes de la page, une composition de 120 mots (au maximum 140 mots) sur un des sujets suivants:
 1. Vous venez de rendre visite à un ami (ou à une amie) ailleurs. Racontez ce que vous avez fait ensemble.
 2. Les enfants Pasquier.

Evaluation: 18 plus 10 plus 24 plus 15 plus 7 plus 7 plus 7 plus 7 plus 7 plus 7 plus 7 plus 7 plus 48 plus 22 = 200 : 2 = 100.

GRADE XI

GERMAN

MARCH, 1961

(Chiles and Wiehr — Time 2½ hours)

1. Beantworten Sie auf deutsch!
 1. Um wieviel Uhr wurde es gestern dunkel?
 2. Was für Wasser trinkt man im Sommer?
 3. Welches Licht hat man manchmal draussen in der Nacht?
 4. Was ist der Vetter?
 5. An welche Länder und an welche See grenzt Belgien?
 6. Was essen Sie meistens zu Mittag, wenn Sie in der Schule essen? (vier Sachen).

7. In welchem Monat kommen die Vögel meistens nach Kanada?
8. Wie lange haben Sie gestern abend geschlafen?
9. Warum geht man nicht zu Fuss nach Toronto?
10. Welcher Baum ist ein guter Christbaum, und woraus holt man oft diesen Baum?
11. Wo arbeitet ein Pastor?
12. Was für (a) einen Fussboden (b) Wände (c) eine Tür hat dieses Klassenzimmer?
13. Welches Gemüse ist (a) grün und hart und so gross wie ein Kopf? (b) lang, dünn, und grün oder gelb? (c) klein, rund, und grün?
14. Wo findet man sehr grünes Gras auf dem Lande?
15. Warum ist der Sommer eine gute Jahreszeit für Schüler? (zwei Gründe)
2. Zeichnen Sie einen **Rumpf** mit **Gliedern** und zeigen Sie **fünfzehn** Teile des Körpers an!
3. Übersetzen Sie ins Deutsche und deklinieren Sie
 - (a) **in der Einzahl!**
 1. every loving mother; 2. hot coffee; 3. an expensive basket.
 - (b) **in der Mehrzahl!**
 1. long walks; 2. our dark rooms; 3. which old gentlemen
4. Schreiben Sie im Imperfekt!
 1. Er singt im Garten.
 2. Was siehst du?
 3. Ich nehme den Hut vom Kopfe.
 4. Wo badet ihr?
 5. Wir danken dem Lehrer.
5. Ersetzen Sie den Strich mit der richtigen Form des bestimmten Artikels!
 1. Wer schaut auf Tafel?
 2. Sie gingen um Haus nach Wasser.
 3. Karl tritt in Küche und legt das Brot auf Tisch.
 4. Wir sitzen in Wohnzimmer zwischen Fenstern und Klavier.
 5. Marie geht mit Schwestern zu Schule.
6. Schreiben Sie "Wanderers Nachtlied II"!
7. Schreiben Sie den ganzen Satz mit den richtigen Adjektivendungen!
 1. Das jung.... Mädchen nimmt das frisch.... Fleisch aus dem heiss.... Ofen.
 2. Ihr.... lieb.... Vater gab sein.... hübsch.... Tochter manch.... schön.... Geschenke.
 3. Der jung.... Lehrer zeigt sein.... klug.... Schülern ein.... neu.... Wort an der schwarz.... Tafel.
8. Wieviel Uhr ist es?
 1. 12.30 a.m.; 2. 9.35 p.m.; 3. 6.15 a.m.;
 4. 1.05 p.m.; 5. midnight.
9. Was ist das Gegenteil von?
 1. über; 2. lassen; 3. lang; 4. jener; 5. sitzen; 6. gut
10. Übersetzen Sie ins Deutsche!
 1. For a while the young child sat under the thick trees and did nothing, for he had something on his mind.
 2. A diligent boy sometimes doesn't come home until a quarter to five.

3. On Saturday afternoon Henry just lay on his bed and left the new work for his young brothers and sisters.
4. For supper our sick cousin (m.) drank two glasses of warm milk and he also ate a little piece of bread with old cheese.
5. Fred opened the door; then his friendly guests stepped into the kitchen, greeted him, asked after his parents' health, and went downstairs.
6. After the long trip this morning, father went upstairs to his room immediately.
7. Did you really give your friend something? Of course, a black leather wallet, and I gave his mother a half dozen white handkerchiefs.
8. In her mad dream, she found thin ice on deep snow already in summer.
9. The doctor always talks about the glorious weather, but it will soon get too hot.
- 10 He is carrying several dark pictures, isn't he? Does he have anything else?
11. Lesen Sie diese Geschichte und beantworten Sie auf deutsch die Fragen (in einem ganzen Satze)!

Hans und Karl haben nicht viel zu tun, denn heute ist keine Schule. Sie sitzen und lesen ein Buch, Maria schreibt eine Aufgabe. "Armes Mädchen," sagt Frau Weber. "Du hast viel Arbeit. Die Jungen haben es gut, aber ich habe etwas für dich". Sie öffnet eine Schublade, und Maria bekommt ein Stück Schokolade.

"Warum bekomme ich keine Schokolade?" fragt Karl.

"Du bekommst sowieso schon zu viel," antwortet seine Mutter.

"Nimm einen Apfel!"

"Und ich auch?" fragt Hans.

"Nehmt beide einen Apfel!" sagt Frau Weber.

Von draussen hört man plötzlich einen Ruf. Wer ist denn das? Karl öffnet das Fenster und sieht seinen Vetter, Fritz Fuhrmann. "Was macht ihr denn da?" ruft Fritz. "Seid ihr noch nicht fertig? Wir gehen doch spazieren, nicht wahr?" "Ach, bist du schon da?" antwortet Karl. "Wir kommen sofort." "Vergiss den Apfel nicht," ruft Maria. Karl lächelt nur. Den Apfel vergisst er bestimmt nicht.

1. Warum sagt die Mutter: "Die Knaben haben es gut"?
 2. Warum hat es das Mädchen nicht so gut?
 3. Wo war die Schokolade?
 4. Wie weiss man, dass Fritz vor dem Hause ist?
 5. Was machen Hans und Karl heute nachmittag mit Fritz?
 6. Was hat Karl zu essen?
 7. Übersetzen Sie ins Englische:
 - (a) "Seid ihr noch nicht fertig?"
 - (b) "Ach, bist du schon da?"
 12. Schreiben Sie einen Paragraphen von vierzig bis fünfzig Worten! Beginnen Sie mit.... "Letzte Woch machten wir einen Spaziergang aufs Land..."
- Evaluation: 34 plus 15 plus 6 plus 5 plus 10 plus 5 plus 15 plus 5 plus 6 plus 50 plus 14 plus 15 = 180 + 10 (Diktat) + 10 (Lesen) = 200 : 2 = 100.

GRADE XII

GERMAN

MARCH, 1961

(Chiles and Wiehr to Lesson 21 — Time 2½ hours)

1. Beantworten Sie folgende Fragen auf deutsch mit einem Satz:
 1. Woran grenzt Deutschland im Norden?

2. Wie heissen die Monate des Frühlings?
3. Was ist ein Lehrling?
4. Warum wird das Wetter nicht gleich nach Neujahr wärmer, wenn die Tage länger werden?
5. Was ist ein Fremder?
2. Schreiben Sie im Imperfekt, Perfekt, Plusquamperfekt, Futurum, und Futurum = exaktum!
 1. Wann kehrt er wieder?
 2. Ich wiederhole die Frage nicht.
 3. Ihr seid alle klug.
3. Geben Sie die vier Grundformen folgender Verben!
 1. bestehen; 2. hereinkommen; 3. sterben
4. Übersetzen Sie ins Deutsche und deklinieren Sie in der Einzahl und in der Mehrzahl!
 1. our shortest game; 2. that English doctor; 3. older cheese; 4. no written word.
5. Schreiben Sie die drei Imperativformen!
 1. lesen; 2. arbeiten; 3. sein; 4. abnehmen; 5. unterbrechen.
6. Wieviel Uhr ist es?
 1. 11.05 a.m.; 2. 6.50 p.m.; 3. 1.15 p.m.; 4. midnight;
 5. 4.30 a.m.; 6. 8.45.
7. Ersetzen Sie den Gedankenstrich mit der richtigen Adjektivendung, wenn nötig!
 1. Ein.... gut.... alt.... Freund hat mir ein.... Paar neu.... Schlittschuhe geschenkt.
 2. Meine alt.... waren zu klein.... für mich, aber sie passen mein.... jung.... Bruder.
 3. In dies.... gross.... Klassenzimmer sind ein.... hoh.... Fenster, ein.... gross.... Uhr, und vierzig braun.... Pulte.
 4. In was für ein.... Hause wohnt er?
 5. Auf ein.... schön.... Wiese spielen die jung.... Kinder.
8. Übersetzen Sie ins Deutsche die Wörter in Klammern! Schreiben Sie die Sätze nicht!
 1. (Whose) Fenster ist offen?
 2. (Whom) soll ich danken?
 3. Der junge Mann, (whom) du getroffen hast, ist Arzt.
 4. (Which) Hut trägt sie heute?
 5. Wir schrieben Briefe, (when) er telephonierte.
 6. (Since) gestern isst er nichts.
 7. In meinem Klassenzimmer (there were) mehr als vierzig Pulte.
 8. Ich gehe nicht mit, (for) ich habe viel zu tun.
 9. Sie spielten den ganzen Morgen, (yet) sind sie nicht hungrig.
 10. Sage mir, (when) du nach Toronto kommen wirst!
 11. Ich weiss nicht, (if) er fertig ist oder nicht.
 12. (Since) sie schon zu viel gegessen hatte, ass sie keinen Kuchen.
 13. Die Wiese ist sehr schön, (as) ich Ihnen schon gesagt habe.
 14. Sie sagen, dass sie ihr altes Auto (still) haben.
 15. Die Karte ist nicht gut, (but) ich konnte keine gute finden.
 16. Sind (those) deine Handschuhe?
 17. Was hat sie auf (her) Kopf gesetzt?

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18. Dieser Bleistift ist alt, aber (his) ist neu.
19. (As) er durch den Garten ging, fand er eine neue Blume.
20. (Before) der Schule macht er immer einen langen Spaziergang.
9. Schreiben Sie die drei Hauptteile mit dem bestimmten Artikel und geben Sie das Englische an!
 1. Feld; 2. Ort; 3. Dienst; 4. Beruf; 5. Auge; 6. Stellung; 7. Stadt; 8. Bein; 9. Hand; 10. Herz.
10. Übersetzen Sie ins Deutsche!
 1. Mother used to help me formerly when I was beginning this work, but now she doesn't want to do anything.
 2. We had to give up everything because cold weather had set in.
 3. As soon as one leaves the factory, one loses part of one's salary, but of course that doesn't happen very often.
 4. May I go out this evening? Not yet; you must study three hours every day.
 5. As the sun was about to set, the moon seemed to wake up, and it rose.
 6. Our French relatives once had no holidays at Easter, but they claimed to have received ten weeks off school in the summer.
11. Questions based on Authors text and sight.
12. Schreiben Sie einen Brief an eine Cousine oder einen Vetter in Deutschland, worin Sie Ihre Schule mit den deutschen vergleichen! (60-80 Worte)

Evaluation: 12 plus 9 plus 3 plus 8 plus 5 plus 10 plus 10 (20 : 2) plus 20 plus 10 plus 38 plus 58 plus 17 = 200 : 2 = 100.

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THE TEACHING OF FRENCH CONVERSATION, Clarke, Irwin, .70

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Elementary books on teaching techniques always contain ideas for experienced teachers as well. The topics for conversation and the development of these topics may offer stimulation for experienced teachers.

M. K.

A BRIEF SURVEY OF SPANISH LITERATURE by N. B. Adams and John E. Keller. Paterson, New Jersey, Littlefield, Adams & Co., 1960, 196 pages, \$1.95. (The New Littlefield College Outlines, No. 38.)

This volume is indeed a "Quick Review . . . and to the Point", as the motto on the paper cover insists. For the layman and for the student of Spanish literature, this survey by two specialists (Professors Adams and Keller, of the University of North Carolina) meets in a splendid fashion a need long unfilled. Each chapter is introduced by a brief summary of political and social history and a chart of "novelists," "dramatists," "poets," etc. Heavy black type causes each name, within the text, to stand out in a vivid way. As is the case in all résumés, there is the inevitable piling-up of data, in a brief space, but the compilers have used good judgment in choice and in critical comment. The book will no doubt serve its purpose of helping "to introduce Spain's remarkable literary production to still more readers," and the "Useful References" of pages 179-181 will lead those interested into deeper studies.

J. H. P.

DICCIONARIO DE LA LITERATURA LATINOAMERICANA: COLOMBIA. Unión Panamericana, Washington, D.C., 1959; x, 179 pages.

This is the third volume in the series planned to cover the various Latin

American countries. (The first two were on Bolivia and Chile, respectively.) Running from "Abate Tranquilo, El" to "Ximénez, Main," for Classical authors, and from "Airo, Clemente" to "Zalamea Borda, Eduardo," for living authors, and with an "Introduction" and a "Bibliography of Colombian Letters" the Dictionary succinctly gives the biography of all important Colombian literature and a bibliography of their works plus criticism of them. Professor Carlos García Prada (University of Washington) is the editor of the volume, and the initials "C.G.P." indicate that he has composed the majority of the entries. Toronto's Kurt L. Levy, a specialist on Colombian literature, has supplied several entries also, as have Germán Arciniegas and Aníbal Vargas Barón. Material on living authors has been prepared by Armando Correia Pacheco of the Pan American Union. Heartiest congratulations are extended to the compilers and to the P.A.U. on the preparation and publication of this invaluable work. J.H.P.

THE MODERN LANGUAGE JOURNAL, XLIV, 6 (Oct., 1960), contains, among other valuable studies, one on "Portuguese Literature in Recent Years (1957-1959)," by Gerald M. Moser of Pennsylvania State University.

REVISTA DE EDUCACION (La Plata, Argentina), IV, 9 (Sept., 1959), presents, amid a variety of useful material, an article on "El idealismo estético de Schiller," by Alfredo Llanos.

REVISTA DE LETRAS (São Paulo, Brazil), in its first volume (1960), of 290 pages, includes articles on "Chateaubriand: Duas versões do episódio da Graciosa," by Vítor Ramos, and "Mark Twain e Monteiro Lobato: Estudo comparativo," by Cassiano Nunes," as well as book reviews such as that by Julio García Marojón of Américo Castro's *Hacia Cervantes*. J.H.P.

FIRST COURSE IN RUSSIAN, PART TWO by Joseph Doherty and Roberta Markus, Copp Clark, Toronto, 1960, \$3.00.

This is a welcome addition to the few texts now in existence for teaching the coming Russian language. The book is a direct sequel to *First Course in Russian, Part One*, by the same authors and publishers. The current volume's 13 lessons (17-29) contain interesting, well accented reading passages based on matters of daily life such as sports, school ("Training of Specialists"), and home life. These passages, graded according to complexity, illustrate the grammar given in a lesson and give an insight into the Russian way of living. A Vocabulary of some 40 words comes after the reading selection, and a Word Study, explaining idioms and difficult words. Then new grammar is introduced with examples and a comparison of English and Russian. Exercises follow, based on the lesson, questions on the reading passage, grammatical drill, review and translation. An oral exercise is included, suggesting a conversation to use the vocabulary, suitable also for a composition topic. At the end of most lessons there is a selection from classical Russian authors or an excerpt from a newspaper, as additional reading material. At the end of the book there is a Russian-English and English-Russian Vocabulary of words used in both Parts One and Two, and a reference Index, also covering both volumes.

The book seems to have been compiled in a great hurry. In places typographical errors have occurred. The exercises are not perfectly co-ordinated —

occasionally a sentence calls for more grammar than was given in the accompanying lesson. The grammar explanations are good but frequently misplaced. The Imperative, for example, is constantly used in class and belongs in Part One of the books, but it is not treated until lesson 18 (Part Two). Similarly, the predicative forms of Adjectives and the impersonal use of the third person reflexive verbs are explained with a great delay. Such irregular presentations create a puzzle and a scare for students and a real challenge to the instructor. If the lines of the reading passages were numbered, like those in English and French textbooks, much time would be saved in word study and review-reference. Keenly felt, is the lack of comprehensive reference grammar at the end of the book — the students at this level find the index rather cumbersome and difficult to use.

Each lesson is well illustrated with photographs from modern Russian life. From the book emanates an infectious enthusiasm for the Russian language and culture, and a positive view towards scholarship. A revised edition of this book may prove to be the best of its kind on the market.

Toronto, Nov. 27th, 1960.

N. Tusiuk

FIRST COURSE IN RUSSIAN, PART THREE, J. Doherty and R. Markus,
Copp Clark, Toronto, 1960. \$3.50

This is the third volume of the series **First Course in Russian** by Joseph Doherty and Roberta Markus. Like the first two Parts, this one contains beautifully illustrated reading passages on Russian life, the words accented but the lines not marked. Vocabularies and Word Study follow each passage. This volume covers the rest of an outline of Russian grammar — participles and gerunds, prefixes and suffixes, diminutives, and numerals. After the grammar in each lesson there are varied exercises, reviewing the previous and providing drill for the current work. Together with the exercises there is extra material for reading, taken from inoffensive sources.

At the end of the book there are two Appendices dealing with Declensions and Conjugations respectively, a Master Vocabulary and Index covering all three volumes.

Part Three, like the former two books, shows a weakness of organization. Certain points need more stressing. In the expressions of age, for example, a review of the numerals two, three and four taking the Genitive Singular of the regular word for 'year', and only after 'five' the irregular word, would be useful. Also with diminutives — the suffixes are listed, but there is little indication as to which to use when, aside from the obvious division of genders.

The Appendix could contain more grammar, some useful classroom and everyday expressions and some songs for an enrichment of the course. As it is, its usefulness is limited by its position. Students require a summary of grammar points already at the end of Part One; if at this time they sell the book, they feel lost with the second volume alone.

A revision of all three Parts of this project with a summary of grammar in each volume would make the work of the students and the instructors less laborious and more profitable.

N. Tusiuk

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G.A.K.

° Preface

SOUND LANGUAGE TEACHING by James S. Holton; published by King,
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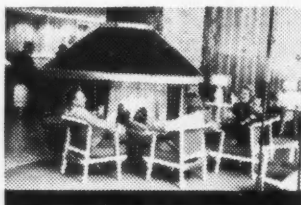
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